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THE UNIVERSITY OF ALBERTA

ELEMENTARY SCHOOL GUIDANCE IN CANADIAN URBAN AREAS: A STUDY OF PRESENT AND PREFERRED COUNSELLOR FUNCTIONS

by

© DAVID FRANCIS MERCHANT

A THESIS

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Elementary School Guidance in Canadian Urban Areas: A Study of Present and Preferred Counsellor Functions" submitted by David Francis Merchant in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The purpose of the study was to clarify the status of elementary school guidance in Canadian urban areas and to examine counsellor role as perceived by counsellors, teachers and principals.

Seventeen urban areas were selected for the study. Fifty-two school systems were identified and the total number of elementary school counsellors was 263. The study included all counsellors, a principal from one of the schools served by the counsellor and one selected teacher from the school.

Information on the counsellors' background and the counsellors' work setting were obtained from responses on the Counsellor Data Blank which was developed by the writer. The 100-item Guidance Services Opinionnaire, a modified version of the Raines (1964) Opinionnaire, was used to determine what the counsellor was presently doing in the school and to indicate what counsellors, teachers and principals felt the counsellor should be doing.

Results on counsellor characteristics indicated that the typical counsellor had some limited guidance training - either a guidance diploma or was in the process of completing such requirements. The counsellor had at least two years teaching experience and his professional affiliation was usually with the local or provincial association. Many counsellors were faced with large counsellor-pupil ratios. Most of the guidance programs were begun in the late 1960's.

In terms of present activities counsellors focused their energies on individual contacts concerning children with learning or

adjustment difficulties. Staff development and the use of groups were not the usual counsellor activity though counsellors felt that they should do more in this area.

The role analysis aspect of the study was based on the role theory framework of Gross, Mason and McEachern (1958). The analysis revealed uncertainty and conflict within and between the responding groups over preferred counsellor activities. Teachers, principals and counsellors were agreed that the counsellor should focus on educational-vocational guidance, deal with individual children having learning or adjustment problems and provide leadership in evaluating the guidance program.

Disagreement between the responding groups was evident on about one-half of the items on the Opinionnaire. More "serious" differences existed between teachers and counsellors than between principals and counsellors. The nature of these differences was examined and discussed in detail.

The results were also examined in terms of Developmental and Traditional approaches to elementary school guidance. Counsellors were frequently involved with Traditional activities though they preferred Developmental approaches. Principals and teachers were uncertain about Developmental approaches but generally preferred that the counsellor perform Traditional guidance activities.

Some implications and research suggestions were: 1. that counsellors should actively define and articulate their role through planned role definition experiences, 2. further research is required to discover how various elementary school specialists are meeting children's needs, and 3. counsellor background and work setting characteristics should be examined to note their relationship to present and preferred counsellor activities.

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CHAPTER I

INTRODUCTION TO THE STUDY

I. INTRODUCTION

In today's complex and rapidly changing society educators are faced with many responsibilities and demands. Today children are expected to learn more and in a deeper way than their predecessors. McNassor (1967) succinctly states that, "never before has the adult generation expected so much of children . . . (p. 84)." While these demands have intensified so have many socio-economic problems. For example, there has been a trend toward increased urbanization and mobility. Woodroof (1970) sees these changes as pressures which may, "destroy a child's sense of individuality . . ." and ". . . deprive children of a sense of stability (p. 29)."

Part of the response to these demanding problems is reflected in a number of provincial commissions that have initiated changes in educational structure and objectives (e.g., Parent Report - Quebec, 1963; Hall-Dennis Report - Ontario, 1968; Worth Report - Alberta, 1972). A common theme in these reports is the need to humanize and individualize education where children have the opportunity to develop to their fullest potential. Guidance programs have traditionally concerned themselves with these objectives. Such programs have now been introduced into the elementary school at an increasing rate. This is especially evident in the United States where the number of elementary school counsellors almost doubled in the two year period 1968 to 1970

(Van Hoose and Vafakas, 1968; Van Hoose and Kurtz, 1970).

In Canada there is evidence of a growing interest in elementary school guidance but little research has been conducted that would indicate the nature and extent of these programs. Some research (Oksanen and Van Hoose, 1972; Altmann and Herman, 1971; McCulloch, 1971; Interim Report on the Survey of Elementary School Counselling in B.C., 1972) has been conducted in various provinces. Results indicated that there was a recognition of need but services were sparse. Most of the researchers recommend further studies to examine the counsellors' work setting, his background and the functions performed by counsellors. The British Columbia study revealed some confusion on the role definition of the elementary school counsellor.

Concerning the role definition problem, Hill and Luckey (1969) indicated that several basic issues require clarification. For example, is the counsellor an educator, a social worker or a psychologist? Is he oriented toward providing crisis services, help with problem children or is he concerned with all children? Who is to define the functions of the counsellor and how are elementary school guidance counsellors best prepared? (p. 153)

Altmann (1972) feels that if elementary school guidance is to gain endorsement in Canada, "specific needs of elementary school children, functions of elementary counsellors and approaches to working with elementary children will have to be defined (p. 221)." Little is known about the numbers of elementary school guidance specialists in Canada, what their backgrounds are and what they actually

do. There is also uncertainty on what educators expect the counsellor to do in the elementary schools. If plans are to be made for the future development of elementary school guidance it seems important to have a clear picture of what presently exists in the field. Considering the confusion that exists at this early stage of development, it seems appropriate to the writer that an effort be made to clarify not only the present situation but also what educators feel the counsellor should be doing. On this point, Cottingham (1966) says that, "the lack of clarity on some of these issues, if left unresolved much longer, will make future progress on any united basis much more difficult (p. 500)."

II. PURPOSE OF THE STUDY

There were two major objectives of the study. First was the clarification of the current status of guidance in the elementary schools of Canadian urban areas. This aspect of the study yielded the numbers of counsellors, the characteristics of their work settings and the nature of their professional experience and training.

The second major objective concerned the role of the elementary school counsellor within the framework of role theory. Teachers, principals and counsellors provided information on preferred or expected guidance activities while the present activities were furnished by the counsellors.

Several basic questions related to this latter objective were:

1. What expectations do teachers, principals and counsellors hold for the position of an elementary school counselor?

2. How do the counsellor's expectations compare with what the counsellor actually does?

3. How do the expectations compare within and between the responding groups such that consensus and conflict may be examined?

In sum, the purpose was to clarify the status of elementary school guidance in Canadian urban areas and to examine counsellor role as perceived by teachers, principals and counsellors.

III. SIGNIFICANCE OF THE STUDY

As mentioned earlier, guidance at the elementary school level has developed considerably during the last decade yet little research has been conducted which would yield information on a national basis of existing elementary school programs. A study of national scope has value because it gathers together important data that may provide meaningful knowledge for those concerned with the development and enhancement of guidance programs in the elementary schools. Though different settings possess different problems there are often common elements that may be extracted to provide learning for others. A study on a national basis will assist a number of interest groups. For example, counsellor educators will be provided with information that may be helpful in the development of counsellor training programs; and provincial departments of education and district administrators will be provided with a framework for comparison of organized guidance programs.

Due to its relative infancy in Canada it seems particularly

important to study elementary school guidance in some detail. While McNassor (1967) feels that, "it may have to grow up like Topsy to some extent . . ." he also states that, ". . . it does not have to become topsy-turvy, totally without direction and compass (p. 84)." Some direction may be achieved by examining what educators feel the counsellor should be doing. Expectations for certain behaviours offer guidelines for the counsellor that help to avoid role conflict and ambiguity.

This investigation differed from most studies of elementary school counsellor role because it was based upon a role theory framework. This framework provides a conceptual scheme for the examination and articulation of such concepts as role conflict, consensus and ambiguity. Most studies (Hart, 1961; Raines, 1964; Greene, 1967) have attempted to identify and define the role but few have used any conceptual scheme. After reviewing studies of elementary school counsellor role, Munson (1970) suggested that, "role research in future must incorporate role theory concepts (p. 103)."

At a time when guidance programs seemed maligned (Berdie, 1972) and accountability is an issue (Duke, 1971), it seems appropriate to gather information about the extent and nature of these programs. For example, knowing the counsellor's professional background and present work load may provide essential information when his performance is being examined. The value of status studies in general is clearly stated by Van Dalen (1962) when he states that this type of research

> . . . enables members of the profession to make more intelligent plans about future courses of action and helps them interpret educational problems more effectively to the public (p. 212).

In conclusion, the study should be of value by:

1. Providing information which will be useful to school personnel in the development and organization of elementary school guidance programs.

2. Assisting provincial departments of education in organizing programs.

3. Yielding data for counsellor educators in devising, organizing or revising courses for the preparation of elementary school counsellors.

4. Serving as a guide for justifying or reproving the initiation or expansion of guidance programs.

5. Assisting in the clarification of the role of elementary school guidance counsellor in Canadian urban areas.

6. Providing a baseline for indications of future growth.

In the following section several terms, the majority being role concepts, are presented for further clarification and understanding.

IV. DEFINITION OF TERMS

Definitions relating to two major areas are presented in this section. The meaning of guidance and related terms are presented first. A body of concepts related to role analysis are then presented.

Basic to an understanding of the study is some clarification of the term guidance. Guidance is a generic term that does not easily

lend itself to definition. Some describe guidance as a system of services, as a process or as a particular viewpoint. For example, Hatch and Costar (1961) define guidance as "a program of services specifically designed to improve the adjustment of the individual pupil for whom it was organized (p. 14)." Mathewson (1962) emphasizes guidance

> . . . as a systematic professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more fully in accord with social and moral values (p. 141).

Combining these positions Cottingham (1959) sees guidance in the elementary school as comprising three aspects

> . . . it is a viewpoint, a service, and a process. The viewpoint emphasizes concern for the needs of the child while the service includes the elements of the total plan for assisting children. As a process, guidance at this level assumes that through certain practices, pupils will be provided with experiences that will help them become better adapted to society (p. 14).

The Joint ACES-ASCA Committee on the Elementary School Counsellor (1966), following comprehensive study of the field, proposed a definition of elementary school guidance that possessed most of the aspects discussed. Their definition is,

> By guidance we mean a continuing process concerned with determining and providing for the developmental needs of all pupils. The process is carried out through a systematically planned program of guidance functions (p. 659).

The Committee described the elementary school counsellor as a staff member involved "in the cooperative process of identifying and

providing for the developmental needs of children (p. 658)."

For the purpose of this study the elementary school guidance counsellor was defined as the professional whose major function is guidance and counselling, excluding those persons whose major duties fall in the category of social work, attendance, health, or psychological services. This definition is basically the one used by Van Hoose and Vafakas (1968); Van Hoose and Kurtz (1970); and Carlson and Van Hoose (1971) in their status surveys of elementary school guidance in the United States. The same definition was used by Van Hoose and Oksanen (1972) in their national status study in Canada and by McCulloch (1971) in Ontario.

Having presented several definitions of guidance to illustrate its nature and having provided a definition of the elementary school counsellor, the next major area requiring clarification is role concepts.

Role theory forms the underlying conceptual framework for the analysis of counsellor role in the study. It is therefore essential that a language for role analysis be presented such that concepts are clear and useful for empirical inquiry. At this point in the study definitions are presented with minimal discussion. Later during the literature review a more intensive presentation of role theory will be outlined.

The concept of role, as used in this study, draws heavily on the writings of Gross, Mason and McEachern (1958). Their concept involves basically three elements - norms, social position and role

behaviour. Some brief discussion of these aspects seems necessary before offering a definition of role.

A norm may be expressed as one expectation of behaviour stemming from a general social consensus or from those whose judgments and sanctions are directly relevant to the actor. For example, in the school, norms are expectations held by significant others, such as teachers and principals, for the behaviour of the counsellor (Ivey and Robin, 1966, p. 30).

A position is the location of an actor or class of actors in a system of social relationships (Gross et al, 1958, p. 67). Position is a relational concept in terms of other positions in a social system. In the family, mother is a position in relation to father and child. Similarly, in the social structure of the school, counsellor is a position in relation to other positions such as teacher, principal and pupil.

Role behaviour may be defined as what an actor taking a position actually does. Role behaviour may be viewed as the dynamic aspect of role whereby expectations are expressed in action. When the actor of a position or the incumbent puts the expectations held for that position into effect he is said to be performing his role.

Role, then, may be defined as a set of norms or expectations for the behaviour of an incumbent of a particular position. Significant others generally assign certain expectations for the incumbent's behaviour yet a further significant complementary concept concerns the incumbent's own expectations for the position. These expectations

may be referred to as role conceptions.

It should be apparent that the complementarity and relatedness of these concepts afford ample opportunity for role analysis. For example, role behaviour and expectations may be compared. Or expectations of significant others and role conceptions may be considered. Such comparisons may reveal degrees of role conflict.

Role conflict may be defined as situations where there are incompatible expectations for the role of the incumbent such that there is difficulty in assuming, maintaining or functioning in a role situation.

Another term used in the study is counter position. Counter position refers to those positions in the social system that relate to the incumbent position with potential for defining the incumbent role. Those in counter positions possess meaningful reactions to the incumbent in the form of sanctions for the incumbent's role behaviour. In the school social structure, principals and teachers, for example, may be considered as counter positions to the counsellor position.

This brief presentation of role definitions is meant to clarify certain terms basic to an understanding of the study. Their relation to role theory and to this study in particular will be considered in Chapter II - Review of the Literature.

V. HYPOTHESIS AND RESEARCH QUESTIONS

The first objective of the study concerned the clarification of the current status of elementary guidance in selected urban areas.

This section deals with the second and major objective of the study - the analysis of the role of the elementary school counsellor. The chief question generated by this second objective was to determine whether or not there were significant differences in the way counsellors, teachers and principals expected the counsellor to perform certain guidance tasks.

Hypothesis

The following null hypothesis formed the basic hypothesis:

> There will be no differences in the frequencies of responses among the incumbents of the positions of elementary school counsellor, teacher and principal to the individual items representing expectations for the role behaviour of elementary school counsellors.

Research Questions

The specific nature of any significant differences were further explored by seeking answers to the following questions:

1. Between which pairs of respondents, or positions, is there a significant difference concerning expectations for the counsellors' role behaviour?

The pairs are,

a. counsellor and teacher

b. counsellor and principal

c. teacher and principal

2. What is the nature of the variability of responses within each of the positions? This refers to the degree of consensus within each group (counsellor, teacher and principal) on each item of the

role expectations instrument.

3. Where there are significant differences between the positions is this difference due to the direction or intensity of the responses? Direction and intensity will be described in detail in Chapter III - Procedure.

4. Are there significant differences between the counsellor's role behaviour and the counsellor's role conception? This involved a comparison of what the counsellors were actually doing and what the counsellors felt should be done.

The statistical treatment of the data and procedures are described in Chapter III - Procedure.

VI. DELIMITATIONS OF THE STUDY

Though national in scope the study focused only on certain urban areas in Canada. Criteria for the selection of these areas will be discussed in Chapter III - Procedures. In addition, only the school systems of the English-speaking population were chosen for the study. The French speaking population in the selected urban areas was not included.

Parents, pupils, pupil personnel members, senior administrators, counsellor educators all share in the definition of a counsellor role. However, teachers and principals were chosen for the analysis of the role clarification aspect of the study. The teacher is seen by most, if not by all elementary school guidance theorists, as the key to the guidance program (Faust, 1968a, b). Compared to his secondary school

counterpart the elementary school counsellor devotes considerable time and energy to working with teachers. By virtue of the teacher's importance and involvement in the program this counter position has been chosen for the study.

The principal as the educational leader of the school is generally the counsellor's immediate superior. The counsellor is responsible to the principal for his actions and as such is directly influenced by the principal's expectations and sanctions.

In sum, the delimitations were,

1. elementary school counsellors in selected urban areas formed the population,

2. only the school systems of the English speaking population were included, and

3. teachers and principals were chosen as counterpositions for the analysis of elementary school counsellor role.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is presented in two major sections. The first section concerns the nature of elementary school guidance with the focus on controversial issues and related research on elementary school counsellor role. Role theory is the major concern of the second section. The role theory review is presented first as a general overview of the theory and then in terms of the specific conceptual framework for the present study.

I. ELEMENTARY SCHOOL GUIDANCE: CONTROVERSIAL ISSUES AND RELATED RESEARCH ON COUNSELLOR ROLE

A. Controversial Issues

While some initial early efforts have been noted, guidance as an organized, systematic process is a relative newcomer to the elementary school (Faust, 1968a). Muro (1970) cites evidence for the existence of programs in American urban centers as early as 1929. Van Hesteren (1971) indicated that early developments in Canada were centered in Ontario in the 1940's. However, it is generally recognized that the phenomenal growth period has occurred since the late 1950's. During the two year period of 1967 to 1969 the total number of counsellors in the United States increased by about 60 per cent (Van Hoose and Vafakas, 1968; Van Hoose and Kurtz, 1970). Though these figures may indicate some acceptance of such services, Van Hoose and Kurtz (1970) felt that there still was "much confusion and much movement

in uncharted directions (p. 539)."

While there appears to be little argument about the need for elementary school guidance (Hill, 1967; Meeks, 1968), a perusal of the related literature would reveal that preferred activities are the subject of much discussion and controversy. Counsellors and educators debate whether or not elementary school guidance should be oriented toward providing help for all children or for children with problems, whether the guidance worker should act primarily as a counsellor to pupils or as a consultant to teachers, and whether or not typical secondary school services like testing, orientation and appraisal should be a part of the elementary school counsellor's function (Muro, 1970, p. 39).

After an extensive review of the literature, Cottingham (1963) revealed considerable evidence of divergent viewpoints on the nature of elementary school guidance. These viewpoints were,

1. Elementary school guidance functions should be similar to secondary school functions.

2. Elementary school guidance should be concerned with mental health. The counsellor should therefore focus on providing favourable climates for learning.

3. Elementary school guidance is similar to good teaching.

4. The counsellor is a specialist working with children's persistent problems.

5. Elementary guidance should focus on various child study techniques.

6. Elementary school guidance requires a coordinated,

integrative approach involving the work of specialists and teachers to meet the needs of children.

The literature abounds with a variety of models for counsellor role. Christensen (1969) proposed an Education model with an emphasis on providing knowledge and information to avert maladjustment. A tri-level guidance structure was suggested by Carlson and Pietrofesa (1971). This structure included a counsellor, a para-professional for clerical tasks and a guidance worker or child appraisal specialist. A Learning Team model involving a behavioural specialist and a learning diagnostician was suggested by Evraiff and Falik (1969) and a growing number of writers (Dinkmeyer, 1971; Faust, 1968b; Blocher, 1968) have emphasized a developmental approach with the focus on normal, expected development of all children.

Divergent views are prevalent yet efforts have been made to forge some guidelines for elementary school counsellor role. For example, the Joint ACES-ASCA Committee of the Elementary School Counsellor (1966) was formed at the request of concerned members of the American Personnel and Guidance Association over the uncertainties of counsellor role. A recommendation of this prestigious committee was that elementary school counsellors should have three major responsibilities. These were, counselling with pupils, consulting with teachers and other significant adults, and coordinating the resources of the school and community in meeting the needs of children.

Though counselling, consulting and coordination were agreed upon recommendations for guidance functions, considerable controversy

has developed over the relative emphasis that each function should receive. The focus of the controversy has centered on the relative merits of counselling versus consulting (Nelson, 1967). Coordination, on the other hand, has received less attention and concern.

The views of counselling proponents (Van Hoose, 1968; Mayer and Munger, 1967; Nelson, 1967; Patterson, 1967, 1969; Boy, 1972) are probably best stated by Patterson (1969) who feels that in the light of ". . . massive attempts at impersonal manipulation of people's behaviour . . . the elementary school is the one place where we recognize the importance of personal relationships in the development of the individual . . ." and ". . . thus there is more need than ever for someone to work with individual students in a close personal relationship (p. 986)."

In support of his viewpoint Patterson cites substantial evidence indicating that teachers, pupils, administrators and parents all want the counsellor to counsel and not act primarily as a consultant (McDougall and Reitan, 1963; Muro and Oelke, 1967; Oldridge, 1964; Smith and Eckerson, 1966). Whether or not counselling achieves its proclaimed objectives is another matter. A result of Kranzler's (1968) review of counselling outcomes in the elementary school was basically inconclusive.

Proponents of the consultation emphasis (Kraczkowski, 1967; Faust, 1968b; Dinkmeyer, 1968) generally cite the logic that prevention seems more worthwhile than treatment. An underlying assumption to the consultant role is that within the school lies the greatest

potential for change by influencing the child's environment, thus creating a climate that would be conducive to optimal child development (Carlson, 1972, p. 83). Yet research has not clearly indicated the superiority of consulting over counselling. Kranzler (1969) found no significant differences on sociometric status on two groups of children where one group of children had received consulting and the other counselling. Marchant (1972) found that there were no significant differences among counselling, consultation or counselling plus consultation. However, results did show that the treatment procedures were more effective than no treatment at all. Lewis (1970) investigated the effects of counselling and consultation on the sociometric status and personal-social adjustment of grade three children. He found that neither counselling nor consultation was shown to have any significant effect on the criterion variables. Lewis (1970) suggested that, "we should view these two functions as part of the same totality of guidance services, rather than as mutually exclusive factors (p. 52)."

The complementary relationships between counselling and consultation have been stressed recently by a number of writers (McGehearty, 1969; Hume, 1970; Dinkmeyer, 1971). Hume (1970) examined the relative effectiveness of counselling, consulting and counselling plus consulting on the mental status of children in grades one to four. The results indicated that the most effective approach was counselling (play therapy) in combination with inservice consultation for the teachers. A similar, more complex study was conducted by Anderson (1968) which showed that individual counselling along with teacher and

parent consultation was the most effective approach for developing a more positive self-concept.

One notable conclusion that can be made about the studies on counselling versus consultation is that the question of emphasis and relative efficacy is not yet resolved. The results are conflicting and interpretation is complicated by the fact that there is considerable variation on outcome criteria, treatment procedures and the ages of children involved.

The debate between counselling and consulting proponents is, in a sense, an underlying conceptual argument which tends to polarize counsellors along a continuum of crisis - corrective emphasis versus a service to all children. The latter position - a service to all children - is often described as a developmental approach which seems to be a prevalent viewpoint in the field today (Faust, 1968b; Dinkmeyer, 1971).

The school counsellor with a developmental approach avoids remedial emphases but favours arrangements that would foster the development of a child's mental health so that he might become a fully-functioning being. Zingle (1973), by way of analogy, compares the developmental counsellor as the one who trains children to be stronger swimmers; with the crisis counsellor who desperately attempts to rescue the many who have fallen into the river and are being swept away by the current. The point generally made by proponents of the developmental position is that, "the counsellor who is crisis-oriented will find himself being consumed largely by an endless line of children. The new [developmental] counsellor elects to invest himself more

effectively (Faust, 1968b, p. 35)." Faust (1972) speaks of the "new" counsellor as a contributor to a better world by being, "certain that his focus must be such that it will result in safer, effective, growth-facilitating, learning climates for all children . . . (p. 7)."

In Dinkmeyer's (1971, p. 82) developmental model he proposes five principles as guidelines for the developmental counsellor. These guidelines are,

1. Developmental guidance is an integral part of the educational process.

2. Developmental guidance is for all students, not merely for the deviate.

3. Developmental guidance is an organized effort in which the teacher is expected to integrate the curriculum, the instruction, and the guidance process. Guidance is a collaborative effort among child, teacher, counsellor and parent.

4. Developmental guidance emphasizes purposeful, meaningful learning experiences.

5. Developmental guidance discovers and encourages a child's assets, shows faith in him, and recognizes his strengths and efforts.

Faust (1968b) and Dinkmeyer (1971) both agree that occasional child-crisis counselling is necessary but the developmental counsellor establishes a hierarchy of priorities where, "the unit of major concern is the total system, the focus is on the significant adults who either facilitate or destroy a growth-producing climate (Dinkmeyer, 1971, p. 83)." Rather than work with individuals Faust stresses group procedures. Therefore, teacher consultation is with groups of teachers

and preference is given to counselling children in groups. Since the classroom climate is the counsellor's major focus, parent consulting is not a priority activity. If parents are seen, the emphasis is on group consultation.

In Faust's History of Elementary School Counselling (1968a), he makes a distinction between three types of counsellors that reflect the various stages of development from the early traditional, secondary school type, to the recent Developmentalist position. The Traditionalist approach is described as being a transplant of secondary school guidance services into the elementary school. According to Faust, the Traditionalist counsellor, "clings tenaciously to one-to-one counselling . . . is child crisis oriented . . . perceives himself more as a clinical-like diagnostician . . . perceives himself as needing to work a great deal with parents . . . and is in charge of the testing program. He may direct, test, score and report test results (p. 2)." Also emphasized are various guidance services, such as, occupational information, guidance testing, child appraisal and group procedures consisting of career conferences and orientation programs.

The second role classification, the Neotraditionalist, is described as the "old" (traditional) elementary school counsellor in transition. In effect, Faust sees the Neotraditional counsellor as one who de-emphasizes many traditional activities and has made some headway toward redefining his role that lessens expectations for secondary school models.

The third role classification outlined by Faust is the Developmentalist. This approach, as described earlier, "focuses on all

children, the learning atmosphere, and the significant adults who provide direct service to the child (Dinkmeyer, 1971, p. 85)."

Though Faust's developmental model has received wide acclaim many of his ideas do not coincide with other authors. Other functions, such as, vocational and educational planning, pupil appraisal and diagnosis, inservice training, and research and evaluation are stressed by many writers in elementary school guidance (Meeks, 1968; Hansen & Stevic, 1969; Muro, 1970; Hill, 1972).

B. Studies on Expectations for Counsellor Role Behaviour

A number of studies which attempted to clarify expectations for counsellor role behaviour seem to indicate that the developmental model is hardly the preferred approach.

In a nationwide survey Hart (1961) examined the position of the elementary school counsellor in the United States. In areas employing counsellors, 152 educators responded to his inventory and indicated that the five most important guidance functions that should be performed were, (1) interpreting pupil data to staff members, (2) counselling pupils with learning and adjustment problems, (3) holding parent conferences on pupil problems, (4) interpreting pupil data to parents, and (5) acting as a consultant to staff members on pupil problems (p. 444).

Smith and Eckerson (1966), in their American national survey, found that about 74 per cent of 5000 principals indicated that their child development consultant worked more with children than with parents and teachers. The consultants were also more involved with children

exhibiting social and emotional problems. McCreary and Miller (1966) studied the guidance expectations of counsellors, teachers and principals in California schools having elementary school counsellors. Both administrators and counsellors ranked counselling with children as the most important function of the elementary school counsellor.

Boney and Glofka (1967) compared the perceptions of counsellor educators with the perceptions of teachers in two elementary school guidance demonstration centers with respect to the functions of elementary school counsellors. Teachers ranked testing functions as preferred and important activities of the elementary school counsellor. On the other hand counsellor educators considered testing as a least important function. Teachers stressed the value of referrals and the assistance they might receive concerning a specific problem child. Counsellor-educators agreed with teachers on this latter point - assistance for a problem child - but also rated counselling, parent conferences and teacher group conferences as the most important elementary school counsellor activities.

In another American national survey, Green (1967) investigated both present and preferred activities of all full-time elementary school counsellors in the United States. Also included was a sample of counsellor educators who indicated what they felt the elementary counsellor should be doing. Counsellors and counsellor educators generally agreed on the preferred activities. Their responses indicated a preference for the following activities: counselling children individually and in groups, staff consultation, referrals, child study,

and parent consultation.

Farrell (1968) applied a role theory framework to study the degree of consensus within and among the positions of counsellor, teacher and principal on expectations for counsellor role behaviour. The sample included a counsellor, a principal and two teachers from each of 31 elementary schools that were part of the guidance pilot project in New York State. Results showed that counsellors and principals were more in agreement on counsellor role than were counsellors and teachers. In general, teachers and principals preferred a corrective-remedial approach. The emphasis was on the counselling function as being the main area of competence and preparation. Farrell concluded that, "counsellors in the elementary school may have some difficulty implementing activities of a developmental nature (p. 131)."

It seems that there is considerable evidence that teachers, administrators and counsellors see the elementary school guidance specialist as a remedial, crisis-oriented counsellor. Bender (1970) suggested that much of this evidence was due to a lack of knowledge and naivete of those surveyed concerning a developmental-consulting role. To test this hypothesis Bender conducted a project where the developmental approach was made known to educators through special conferences, workshops and by actual experience.

For a 10-week period elementary school guidance interns functioned within a developmental-consulting framework with very little emphasis on counselling. Results of this project showed that the developmental activities were deemed helpful but so were the counselling

activities. When teachers were asked what procedures they would like to see the counsellor employ more often, the majority chose individual and group counselling - even when this approach had been de-emphasized! Bender still concluded that, "the developmental guidance and consulting role is accepted and considered useful by teachers . . . (p. 251).", but what he failed to note was the persistence of teachers' preferences for counselling activities.

The consistent emphasis given the counselling function is the most striking feature of most of the studies on counsellor role. The counsellor is also viewed as providing consulting and coordination services but the relative emphasis is on the crisis, remedial approach. Though there are inconsistencies it seems obvious that the preferences of many guidance experts for developmental procedures are not the preferences of many school personnel. Hill and Luckey (1969) suggested that there is an urgent need "for clarification of functions and for possible broadening of the staff's conceptions of what guidance in the elementary school is all about (p. 144)."

Up to this point in the literature review the focus has been on the preferences, expectations or "should be's" of elementary school guidance. In the next section the present situation is examined.

C. Studies on the Status of Elementary School Guidance

A number of status surveys conducted in the United States have shown a phenomenal increase in the number of elementary school counsellors during the 1960's. In the two-year period 1967 to 1969 the

number of counsellors increased by over 60 per cent (Van Hoose and Vafakas, 1968; Van Hoose and Kurtz, 1970; Carlson and Van Hoose, 1971).

Each of these studies examined such factors as the number of counsellors in the United States, the professional background of counsellors, certification and state standards. Van Hoose and Kurtz (1970) concluded that, "elementary school guidance appears to have become an accepted aspect of elementary education . . ." and, ". . . the encouraging increase in the number of programs supported by local efforts provides some evidence of this movement's success (p. 384)."

Recently a number of status surveys on elementary school guidance have been conducted in Canada. Three were provincial surveys (Altmann and Herman, 1971; McCulloch, 1971; Interim Report on the Survey of Elementary Counselling in B.C., 1971) and one was a national study (Oksanen and Van Hoose, 1972).

The intent of the British Columbia survey was to discover the number of individuals involved in elementary school counselling in each school district in the province. Results indicated that there were 60 individuals involved in counselling. One of the conclusions was that there was obvious confusion over the term elementary school counselling. For example, some of the services considered by respondents as elementary school counselling were, psychometrists giving diagnostic service, principals and teachers counselling children, itinerant reading teachers performing diagnostic and remedial work, etc. One of the recommendations in the Report was that future research should be done to clarify what an elementary counsellor actually does and should do.

Altmann and Herman (1971) conducted a status study of elementary

school guidance in Alberta. They found that there were 62 people employed in a counselling capacity in 1969-70. Ten of these were full-time counsellors and of the remaining 52 people, who were mainly visiting teachers or consultants, 31 were employed full-time in the elementary school. Of the total group, 53 per cent had a Master's degree and the ten full-time counsellors had either a Master's degree or a guidance diploma.

When school superintendents were asked to indicate what they perceived as the elementary counsellors' duties, consulting and working with teachers was the most frequent response. Altmann and Herman (1971) concluded that although elementary school counselling was in its infancy in Alberta, "the recognition of the need for this service seems evident (p. 43)."

The Ontario survey of elementary school guidance conducted by McCulloch (1971) sought answers to the following questions: how many elementary school counsellors are employed in Ontario, at what grade levels do they function, what are their qualifications and what proportion of time is spent in guidance activities? The survey was completed by district Directors of Education in the spring of 1970.

A total of 887 elementary school counsellors were identified. About 25 per cent of these were full-time and of the total group 60 per cent had some guidance training. Only three per cent had a graduate degree. McCulloch stated that while there had been an increase in elementary school guidance during the past five years in Ontario the services were still relatively small. One of the recommendations made by McCulloch was that a survey be made of what the counsellors were

actually doing in the elementary schools.

An effort was made by Oksanen and Van Hoose (1972) to investigate the status of elementary school guidance in Canada but only six of the ten provinces responded to the questionnaire. Quebec, New Brunswick, Nova Scotia and Newfoundland were not included in the study. The survey was completed in February, 1971, by the provincial guidance directors. Results showed that there were a total of 267 elementary school counsellors in the six provinces. About 50 per cent of the counsellors were employed as full-time personnel. About 75 per cent of the counsellors were reported as having a bachelor's degree with guidance diploma qualifications and approximately 18 per cent had graduate degrees. Most of the counsellors (95 per cent) had previous elementary school teaching experience.

When the results of this national study are compared with the Ontario survey several discrepancies are evident. For example, McCulloch (1971) identified 887 elementary school counsellors in Ontario while Oksanen and Van Hoose (1972) found only 73. Oksanen and Van Hoose indicated that there were no full-time counsellors in Ontario and no counsellors had graduate degrees. McCulloch found 223 full-time counsellors and 24 who had graduate degrees.

One might assume that these inconsistencies were due to the meanings attached to the term, elementary school guidance counsellor. McCulloch (1971) used Van Hoose's popular definition (p. 16) and although Oksanen and Van Hoose (1972) did not state their definition it seems reasonable to assume that the same definition was used in their

national study. Another reason for the inconsistencies may be due to the different information sources that were used in the studies. McCulloch's respondents were district superintendents and Oksanen and Van Hoose obtained their replies from provincial guidance directors. Van Hoose* mentioned that one of the major difficulties encountered in his elementary school guidance surveys was the problem of obtaining accurate information from state guidance directors.

A consistent concern in each of the Canadian studies was the confusion and ambiguity over the term elementary school counsellor. Van Hoose and Vafakas (1968, p. 539) encountered a similar problem in the United States. They suggested that there was a tendency to apply the label "counsellor" to at least three specialists working in the elementary schools - psychologist, social worker and counsellor. Therefore any meaningful comparison of the results of either the Canadian or American surveys is fraught with difficulties due to inaccurate information sources and misunderstandings on basic terms.

Some of the recommendations emanating from the Canadian surveys of elementary school guidance were,

1. further status studies should be conducted to indicate growth variation,

2. counsellor training and working conditions should be investigated,

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*Personal Communication, January, 1972

3. standards and minimum qualifications should be developed for counsellors, and,

4. there should be a clarification of what the counsellor does and should do.

This next section is concerned, in part, with the final recommendation. That is, the focus is on what the counsellor does - his role behaviour.

D. Studies on Counsellor Role Behaviour

Though there have been a number of surveys of counsellor role behaviour (McKellar, 1963; Raines, 1964; Smith and Eckerson, 1966; Greene, 1967; Kaczkowski, 1971), only the Raines (1964) and Greene (1967) studies will be considered in this section. These two have been selected for the sake of brevity and because of their direct relevance to the present study. Raines' study is of importance because it was an intensive state-wide study and the questionnaire used - the Elementary School Guidance Opinionnaire - was the source for the modified opinionnaire used in the present study. Greene's study seems an appropriate choice for presentation since it was a comprehensive American national survey that also employed an adaptation of Raines' opinionnaire.

Raines conducted an intensive state-wide study in Ohio and found that individual counselling was a major activity of the counsellors. Besides counselling, over 96 per cent had responsibility for the group testing programs and 87 per cent were involved in parent

conferences. The majority of counsellors were not providing a service in the area of educational and vocational guidance, group guidance, cumulative records and program evaluation. Raines concluded that the, "emphasis being provided by counsellors in the first six grades was 'problem centered' or 'crisis oriented' for a few children, rather than a developmental or preventive service for all children (p. 145)."

Greene's American national study included all elementary school counsellors reported as working full-time in schools having primary grades. The counsellors reported their current functions and then indicated what functions they felt they should be performing. Also included were the preferred functions as perceived by a sample of counsellor educators. In addition, information was obtained on the counsellors' background and work setting characteristics.

Of Greene's sample of 610 full-time counsellors about 55 per cent had a graduate degree, 40 per cent belonged to the American Personnel and Guidance Association and about 77 per cent were members of local or state associations. More than one third of the counsellors served pupil populations greater than 1500. The elementary school guidance programs seemed relatively new since approximately two-thirds had been in operation for less than three years.

The findings on present functions revealed an extended and varied list of activities. It seems that the most common functions performed by the elementary school counsellors were counselling or assisting individual children in some way, performing referral services, consulting with teachers, working with parents and conducting

various child study activities. The least common functions were testing services (administering tests, scoring, recording and interpreting tests), group work with children of an informal type, group work with children on mental health or personal matters, orientation services, and research and evaluation.

It is interesting to note that the role behaviour findings on the Raines and Greene studies have distinct similarities. Counsellors seemed to be performing a myriad of tasks that could best be described as problem-centered with a major emphasis on counselling. Group procedures were less evident as were vocational guidance, educational guidance and program evaluation.

When the role behaviour results are compared with studies on expectations for these behaviours (Hart, 1961; Smith and Eckerson, 1966; McCreary and Miller, 1966; Greene, 1967; Farrell, 1968; Bender, 1970) it would appear that counsellors are generally doing what principals and teachers want them to do. However, it also seems that counsellors are not entirely satisfied with their present activities and their role conception differs from the expectations of teachers and principals (Greene, 1967; Farrell, 1968). Results also seem to indicate that the developmental approach is not yet an operational reality in many elementary school guidance programs. After an extensive observation of elementary school guidance programs in New York state, Biasco (1969) stated that, "even though developmental guidance is frequently given lip service, it does not seem to be supported in practice (p. 248)."

Although some concluding statements seem possible after a review of the literature on elementary school guidance any rigorous interpretation of the research on counsellor role is hazardous. This seems due to the inconsistencies of information sources, the varied samples, terminology confusion and the lack of any theoretical framework for the studies. Munson (1969) and Bentley (1968) have emphasized the importance of incorporating role theory into research on counsellor role. Since the present study is based on a role theory framework, the next section outlines a brief review of the literature on role theory and also presents the specific conceptual framework for the present study.

II. GENERAL INTRODUCTION TO ROLE THEORY

Although the role of the elementary school counsellor is an issue of concern, most of the research in this area neglects role theory (Munson, 1969). Yet a number of writers have emphasized the value of role theory as an effective conceptual tool for the analysis of counsellor role (Ivey & Robbins, 1966; Bentley, 1968). Perhaps the most significant reason for the lack of prominence of role theory in elementary school guidance literature is because "role" seems to be a complex and ambiguous concept. In a review of numerous sources in which the concept "role" was used, Neiman and Hughes (1951) concluded that, "the concept role is at present still rather vague, nebulous and nondefinitive (p. 149)."

Role theory is broad in its domain of study, encompassing

many viewpoints each with a different set of concepts and semantics. It is, of course, impossible to do justice to this broad field of study in this brief section. This limited review can do little more than provide some perspective of the role concept by highlighting various commonalities and divergencies and by examining definitions of role.

Some role theorists seem agreed on certain basic generalizations. For example, Sarbin (1954), Davis (1949) and Parsons (1952) suggest that role theory attempts to explain individual behaviour in terms of the interactions of cultural, social and personality factors. These theorists also share a common view which ascribes most of the individual's behaviour to external influences. Biddle and Thomas (1966) suggest that these external influences include,

> . . . the prescriptive framework of demands and rules, the behaviours of others as it facilitates or hinders and rewards or punishes the person, the positions of which the person is a member, and the individual's own understanding of, and reactions to, these factors (p. 17).

While some consensus is evident at abstract and general levels considerable variation is apparent when the theorists' individual role formulations are examined. For example, Linton (1945), a cultural anthropologist, stresses the cultural aspect of role. Role is defined as, ". . . the sum total of culture patterns associated with a particular status (p. 77)."

However, Sarbin (1954), a social psychologist, formulates role in terms of the <u>self</u>, the unit of personality. The self, according to Sarbin, is what the person "is" - a cognitive structure,

a phenomenal experience - the role is what a person "does". The emphasis made by Sarbin is that the self is responsible for interpreting the prescriptions made by others on an actor's behaviour and thus, ". . . human conduct is the product of the interaction of self and role (Sarbin, 1954, p. 223)." Research on role according to this viewpoint proceeds through the efforts of psychologists and social psychologists examining the inter and intra personal factors which determine role behaviour.

Differences in conceptual frameworks are quite apparent when role theorists' definitions of role are examined. Upon reviewing the role theory literature Gross, Mason and McEachern (1958) were able to classify role definitions into three categories. The categories were, role defined in terms of normative culture patterns, the individual's definition of his situation with reference to his and others' social positions, and actual behaviours of actors occupying social positions (Gross, et al, 1958, p. 11).

Role defined in terms of normative culture patterns refers not to actual behaviour but to the standards or norms of behaviour expected of occupants of positions. Linton's (1945) often quoted definition of role is a good example of normative culture patterns definitions. Role, according to Linton (1945) is, "the sum total of the culture patterns associated with a particular status (p. 77)." Status refers to the position of an individual in a society that is ascribed to him on the basis of his age, sex, birth and so on. A status, then, is linked to role but Linton sees role as being learned

on the basis of status. In terms of actual behaviour, Linton (1945) says that, "a role is the dynamic aspect of a status: what an individual has to do in order to validate his occupation of the status (p. 77)."

Newcomb (1951), a social psychologist, also conceptualizes role in a "normative culture pattern" manner. In his conceptual scheme Newcomb says that, "the ways of behaving which are expected of any individual who occupies a certain position constitutes the role . . . associated with that position (p. 280)."

The role definitions of some authors emphasize the individual's definition of his situation with reference to his and others' social position. For example, Sargent (1951) says, "a person's role is a pattern or type of social behaviour which seems situationally appropriate to him in terms of the demands and expectations of those in his group (p. 360)." "Situationally appropriate" introduces the function of perception in determining social behaviour. That is, an individual may "size up" a situation and then behave in a manner that seems appropriate to him.

Davis (1949) defines role in the third mentioned category of definitions. Davis states that a role is, ". . . how an individual actually performs in a given situation, as distinct from how he is supposed to perform (p. 90)." Defined in this way, a role does not refer to the normative patterns for what an actor should do, nor to what the actor perceives as situationally appropriate, but to what actors actually do as occupants of a position.

Thus there is considerable variation in theorists' definitions of role. Gross, Mason and McEachern (1958) suggested several possible reasons for these differences. They felt that one of the most obvious reasons was that the definitions were influenced by the particular discipline of the definers. Linton, as a cultural anthropologist, gives primary emphasis to cultural patterns, while Sargent, a social psychologist, stresses individual perceptions. Therefore, Linton's conceptual scheme focuses on positions in a total society but Sargent formulates roles in terms of an individual's perception of a particular interaction situation.

Gross et al also suggested that role definition differences were due to semantic difficulties. They observed that,

> What Linton and Newcomb define as a role, Davis defines as a status. What Davis defines as a role, Newcomb calls role behaviour and Sarbin role enactment (p. 17).

Although there are differences in role definitions Gross et al concluded that three basic ideas appeared in most role conceptualizations. These basic ideas were that, "individuals; (1) in social locations (2) behave (3) with reference to expectations (p. 17)." In concluding this brief introduction to role theory it would appear that most role theorists agree that,

> People do not behave in a random manner; their behaviour is influenced to some extent by their own expectations and those of others in the group or society in which they are participants (Gross, et al, 1958, p. 17).

III. THEORETICAL RATIONALE FOR THE ANALYSIS OF COUNSELLOR ROLE IN THE PRESENT STUDY

The role theory model of Gross, Mason and McEachern (1958) formed the basic conceptual framework for the analysis of counsellor role in the present study. This model has been employed in school superintendency studies (Gross et al, 1958) and studies of elementary school counsellor role (Farrell, 1968). In each case the role analysis occurred within the context of the school as a social system and thus has relevance to the present study. By employing the Gross, Mason and McEachern model some consistency with previous studies is introduced which provides a common language for meaningful comparison of empirical role investigations.

Gross, Mason and McEachern link role with expectations as indicated in their definition of role as, ". . . a set of expectations applied to an incumbent of a position (p. 60)." These expectations are considered as ". . . a set of evaluative standards applied to an incumbent of a position (p. 60)." Defined in this way roles are normative with the stress on prescribed behaviours for the actor in a particular social system. The definition refers not to anticipations or behaviours but to evaluative standards for the behaviours. This point of view reflects a social deterministic philosophy which stresses that the behaviour of people is influenced considerably by external influences. According to this view the incumbent of a position becomes aware of the standards applied to his position through expectations which indicate how he should behave.

An important feature of the Gross, Mason and McEachern framework is their development and use of the role consensus postulate. Role consensus simply refers to the degree of agreement on role expectations. In their historical review and presentation of the role consensus postulate Gross et al indicated that most role theorists include the assumption that consensus exists on the expectations applied to incumbents of positions but few have employed consensus as an empirical variable. Gross et al suggest that consensus can and should be empirically examined, not accepted as a "given" or taken for granted. The role consensus postulate provides some basis for examining the variations in the set of evaluative standards that role definers hold for the incumbent of a particular position.

By examining the different degrees of agreement of the expectations of role definers Gross, Mason and McEachern suggest that a meaningful investigation of role conflict is possible. Role conflict, according to Gross et al (1958) is, "any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations (p. 60)." Thus in the present study an investigation of role consensus of counsellors, teachers and principals for counsellor role behaviours provides a basis for an analysis of possible conflict and ambiguity for the role of the elementary school counsellor.

This review of role theory literature has of necessity been brief. The purpose of the review was to examine various theoretical role formulations and then to present a theoretical framework that would yield consistent terminology and provide a relevant conceptual

scheme for the analysis of counsellor role in the school system.

DOMTAR
BELFAST BOND
SOLICITOR

CHAPTER III

PROCEDURE AND DESIGN OF THE STUDY

This chapter consists of five sections. The first section indicates how the potential participants were identified. The research instruments are described in the second section, and then the pilot procedures are outlined in the third section. The purpose of the fourth section is to describe the procedures used to collect the data. Finally, in the last section methods used in treating the data are explained.

I. DEFINITION OF THE POPULATION

A. Definition of Urban Areas

Seventeen urban areas were selected for the study. These were chosen according to the following two criteria.

1. On the basis of 1966 Census of Canada figures, thirteen urban areas were chosen which had city centers with a population of 100,000 or more. The thirteen urban areas were, Montreal, Toronto, Vancouver, Winnipeg, Ottawa, Hamilton, Quebec, Edmonton, Calgary, Windsor, London, Regina and Saskatoon.

2. The first criterion provided urban area representation for all provinces except the four Maritime provinces. To include these provinces in the study the most populated urban area of each province was selected. The four urban areas selected in this criterion were, Halifax, Saint John, Saint John's and Charlottetown.

B. Identification of School Districts

The first step was to identify school districts within the urban areas. This information was gleaned from several sources. Letters were sent to provincial Deputy Ministers of Education requesting their assistance in identifying the districts (Appendix A). Other sources included the Canadian Educational Association Handbook - 1972, the Canadian Almanac and Directory - 1972, and school system and Department of Education documents. As a result, 52 school districts were identified as shown in Table 1.

C. Identification of Elementary School Counsellors

Once the school districts had been located the next step was the identification of the population of elementary school counsellors within these districts. This was done by mailing a letter to the senior school administrator. This letter outlined the purpose of the study, described procedures and requested permission to conduct the investigation in the school district (Appendix A). A return letter was enclosed with the above letter to the senior school administrator. This return letter was completed by the school administrator by indicating whether permission was granted to conduct the study and if so, the number of elementary school counsellors employed in the school system (Appendix A). A stamped addressed return envelope was provided for the administrator's convenience. In addition to these materials a letter was enclosed for the guidance director (Appendix A). Its purpose was to outline the nature of the study and to request the guidance director's assistance in the distribution of the instruments. These

letters were mailed during the first week of April, 1972. In cases where there was no response a follow-up letter (Appendix A) was forwarded after two weeks. In response to these efforts 263 counsellors were identified.

II. THE INSTRUMENTS

Two instruments were used in the study. They were, 1. The Counsellor Data Blank (Appendix B) and 2. The Guidance Services Opinionnaire (Appendix B).

A. Counsellor Data Blank

The Counsellor Data Blank was constructed by the writer to obtain information about the counsellor and his work setting. Counsellor information dealt with such data as sex, age, experience and professional preparation. The following areas were included under the counsellor's work setting characteristics: data regarding the grades and numbers of pupils served, information concerning percentage of time in guidance and other capacities, and information regarding related pupil personnel services.

B. Guidance Services Opinionnaire

This instrument was the primary research tool for the analysis of counsellor role. It was used to determine the counsellor's present role behaviour and to indicate what the responding groups felt the counsellor should be doing.

The Opinionnaire, originally developed by Raines (1964), was

modified by including four items (items 97-100) that were meant to reflect a "developmentalist" orientation to elementary school guidance and the addition of one further item (item 96) on research and evaluation. Thus the modified version consisted of 100 items. Each item listed a different activity to which the respondent was asked to select one of five frequency responses - Never, Rarely, Sometimes, Usually, Always.

Raines' instrument was constructed first by identifying major areas of guidance. This was accomplished by reviewing the literature and interviewing educators and guidance experts. Eleven major areas of possible guidance service in the elementary school were identified. They were, orientation services, appraisal services, testing services, record services, information services, adjustment services, referral services, services to parents, services to staff, and research and evaluation. It was possible, therefore, to analyze the results according to the eleven service functions.

The Raines (1964) opinionnaire has been used as the primary instrument in several studies (Raines, 1964; Nitzchke and Hill, 1964; Greene, 1967).

As discussed in the literature review, the problem centered versus developmental approach is a controversial dimension concerning preferred activities in elementary school guidance. While it was possible to examine the results of the study according to guidance services it was felt that the findings should also be analyzed in terms of this crisis versus developmental dimension. To investigate this latter

issue it was decided to categorize the 100 items into two different groups in which one group represented crisis-remedial or traditional activities and the other group referred to developmental activities. Faust's (1968a) definition and description of the Traditional versus the Developmental approach were used in judging the items. Faust's classifications were used because he has formulated distinct behavioural descriptions of the various elementary school counsellor types and his viewpoint is often quoted in the literature on elementary school counsellor role. Three guidance authorities were asked to judge each item using Faust's descriptions (Faust, 1968a, pp. 2-10). Inter-rater reliability was determined by noting percentage agreement on each item. The reliabilities and ratings appear in Appendix D. Of the 100 items, 48 received 100 per cent rater agreement. Thirty four items had 67 per cent agreement and on 21 items there was no agreement among the raters. Considering those items with reliabilities above 67 per cent, 56 were identified as Traditional and 23 as Developmental.

III. PILOT STUDY

The instruments were administered on a trial basis to ten graduate students enrolled in an elementary school counselling seminar at the University of Alberta. On the basis of this trial administration some changes were made to clarify items but no items were deleted or added.

Following this informal administration a more formal pilot study was conducted in a non-sample urban center. Red Deer, Alberta

(population, 26,170), was selected as the urban center for the study. The sample consisted of two counsellors, two teachers and two principals.

Once the answer sheets were received and studied a meeting was held with some of the respondents to discuss the results. On the basis of the discussion the procedures and the instruments were both deemed satisfactory.

IV. PROCEDURES FOR COLLECTING THE DATA

A. Distribution Procedures

Once the number of counsellors was determined for the districts, materials were mailed to the guidance directors for distribution. The material was sent in the form of separate school packages or envelopes. The number of these envelopes equalled the number of counsellors reported. Each school envelope contained directions for the principal and three questionnaire booklets. One questionnaire booklet was for the principal, one was for the teacher and another for the counsellor (Appendix B). These questionnaire booklets included a letter of introduction, instructions, instruments, a machine-scored answer sheet and a stamped, addressed, return envelope.

The guidance director was asked to distribute the school envelopes in the following manner. The study was conducted in only one of the counsellor's schools. Therefore, the director was asked to choose the school by arranging the names of the counsellor's schools alphabetically and then choosing that school which came first in the

TABLE 1

IDENTIFIED SCHOOL SYSTEMS, NUMBER OF COUNSELLORS IDENTIFIED AND RESPONDENT RETURNS

Province	Number of School Systems Identified	Number of Counsellors Identified	Respondent Returns for Instruments					
			Counsellor		Teacher		Principal	
			Number	%	Number	%	Number	%
Newfoundland	4	10	0	0	0	0	0	0
Prince Edward Island	1	3	2	67	3	100	2	67
Nova Scotia	2	2	2	100	0	0	0	0
New Brunswick	1	2	2	100	1	50	1	50
Quebec	5	12	5	71	6	86	6	86
Ontario	15	168	99	71	71	65	74	68
Manitoba	10	4	2	50	2	50	2	50
Saskatchewan	4	2	0	0	0	0	0	0
Alberta	4	44	34	77	21	62	29	85
British Columbia	7	24	17	74	11	69	12	75
Totals	52	263	162	71.5	116	61.4	126	66.7
Total Potential Respondents			228		189		189	

Note: Percentage returns are based on the potential number of respondents as shown in Appendix G.

alphabet. Where there were several counsellors in the district the same selection procedures were followed for each counsellor. The guidance director then forwarded a school envelope to the selected school.

The principal of the selected school was asked to complete the principal booklet, forward the counsellor booklet to the counsellor and to select one teacher to complete the teacher booklet. The directions for teacher selection were,

> From an alphabetical list of staff members please choose the teacher whose name is at the mid-point of the list. Where an even number of teachers occurs the name immediately following the mid-point should be chosen.

The materials were shipped to the districts during the months of April to June, 1972. In October, 1972, the study was continued to include two districts that had not been identified previously and to follow up other districts still incomplete. Most of the data gathering portion of the study was completed during the spring of 1972.

B. Follow-Up Procedures

About two and a half weeks following the shipment of materials follow-up letters (Appendix C) were sent to the guidance director for distribution. The format of the material and distribution procedures were similar to the former procedures. The director received individual school follow-up envelopes. Each envelope contained directions for the principal and a reminder for the counsellor and the selected teacher. As before, the guidance director was asked to forward these materials to the selected schools. In some cases a second follow-up

was administered. This was a letter (Appendix C) to the guidance director requesting further assistance in expediting the completion of the study.

C. The Sample

Fifty-two school districts were identified within the urban areas as shown in Table 1. The total percentage response for counsellors was 71.5 (n = 162). Teacher response was 61.4 (n = 116) per cent and 66.7 (n = 126) per cent of the principals completed the questionnaires. The total potential respondents was 228 counsellors, 189 teachers and 189 principals as indicated in Appendix G.

Of the 52 identified school systems only two did not reply to the initial letters of introduction that were sent to the senior school administrators.

A number of school systems were only partially involved in the study. Only the Counsellor Data Blank was completed in two school systems. These systems chose not to complete the Guidance Services Opinionnaire. However, all five systems did indicate the number of elementary school counsellors who were functioning in the elementary schools.

There were several reasons that accounted for the limited involvement of these five school systems. Two of the systems declined because of prior research commitments and two were not included because the final consent to conduct the study came beyond the study's deadline for any further research. One school system was not involved because

the guidance personnel felt that their program did not meet the study's criteria and definition of an elementary school counsellor. Each of the above mentioned school systems is identified in Appendix G.

D. Procedure for Respondents

The counsellors completed the Counsellor Data Blank and they responded to the Guidance Services Opinionnaire twice. First, the counsellors were asked to respond to each Opinionnaire item in terms of what they were actually doing at present. Then they responded to each item in terms of what they felt they should be doing. The teachers and principals completed the Opinionnaire indicating what they judged the counsellor should do. In each case the respondents were asked to respond in terms of the frequency of activities; the categories being, Never, Rarely, Sometimes, Usually, Always.

V. ANALYSIS OF THE DATA

A. Introduction

There were two major objectives of the study. First was the clarification of the current status of guidance programs and second was the examination of counsellor role as perceived by teachers, principals and counsellors. In Chapter IV data from the two major sources - the Counsellor Data Blank and the Guidance Services Opinionnaire - are analyzed and presented under the headings of the two stated objectives. This section presents a description of the design of the study and outlines the treatment procedures.

B. Information on Current Status of Elementary School Guidance Services

The Counsellor Data Blank provided information on the counsellor and his work setting. In Chapter IV this information is presented in terms of the frequency and percentage of counsellors within the various response categories indicated by the Data Blank.

The present role behaviour - what the counsellor actually does - was determined by responses on the Guidance Services Opinionnaire. The results were depicted as frequency and percentage of responses on each item. These results were simplified and made more clear by combining categories to achieve only three categories. The Never and Rarely categories were combined as well as the Usually and Always categories. By combining the categories it was possible to note the direction of responses as being either positive (Usually-Always), negative (Rarely-Never) and neutral (Sometimes). In effect, the combination simplified the results by excluding relative degrees of intensity of responses in favour of more gross directional responses. This procedure was used by Greene (1967) and Farrell (1968).

C. Comparison of Present and Preferred Counsellor Activities

This comparison concerned the counsellors' present activities and what the counsellors felt they should be doing. A detailed examination of these responses provided information concerning the degree of congruency between what could be described as real and ideal counsellor behaviours. These comparisons were achieved according to the following procedures:

For each item in the Guidance Services Opinionnaire the responses appropriate to the counsellor DO (i.e., the counsellor's present functions) and SHOULD (the preferred functions) comparison were arranged into a five-by-five contingency table. The five columns represented the SHOULD response and the five rows represented the DO response. The cells of the five columns of the contingency table represented left to right were, Never, Rarely, Sometimes, Usually, Always. The cells of the five rows represented the same categories as indicated in the contingency table in Figure 1.

For example, in Figure 1, "x" number of counsellors judged that they should Always perform the activity in question but also reported was the fact that the counsellor Rarely performed the activity.

To clarify the findings and to provide greater detail the results were examined by computing the frequency and percentage of responses along the diagonal, and on either side of the diagonal. The diagonal responses (indicated by "d" in Figure 1) indicated agreement or congruency between what was being done and what should be done. The responses above the diagonal indicated lack of agreement, that is, the activity was being performed infrequently but it was felt that it should be performed more frequently. Responses below the diagonal indicated the opposite - the activity was being performed often but judgements were that it should be performed less often.

In addition to the above procedure the t-test was applied for each item to note presence of disagreement between the DO and SHOULD responses. Values of one to five were assigned to the response categories and means were computed for each item.

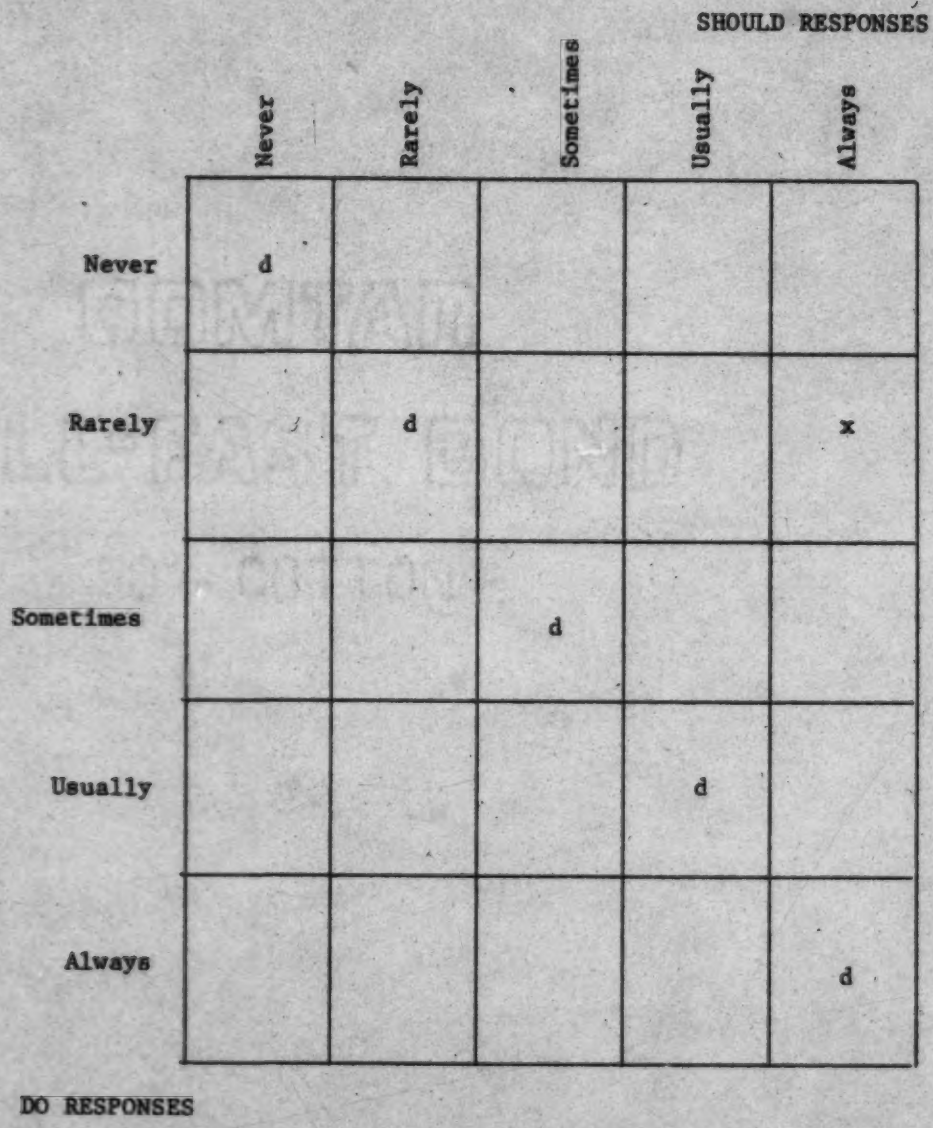


Figure 1. Five-by-five contingency table indicating the frequency of counsellor DO and counsellor SHOULD responses on a single item.

D. Information on Role Consensus

The respondents' judgements on how frequently the behaviours indicated on the Opinionnaire items should be performed provided the major data for role analysis.

Basic to the analysis of role in this study was the distinction between consensus between the three positions (interposition consensus) and consensus within the positions (intraposition consensus). The operational procedures for each kind of consensus will be described below.

E. Interposition Consensus

To measure the differences between the positions the chi square test for k independent samples was used. This test was applied to each item to indicate significant differences between the distributions of the position responses.

On items indicating significant differences among the positions, paired comparisons were made to identify the nature of these differences. The paired comparisons were between the counsellor and teacher, the counsellor and principal, and the teacher and principal. As before, the chi square test was applied for each comparison. The five per cent level of significance was chosen as indicating differences or lack of consensus between the positions.

F. Intraposition Consensus

Although information concerning comparisons between the positions provides some evidence on role consensus the exact nature of these comparisons is unclear unless the consensus within each of the

positions is considered. Two examples may clarify this point. Consider two items that reveal a lack of significant differences between the positions. This may suggest agreement between the positions. However, the distribution of responses within the positions in one case may fall in one particular category - indicating high consensus within the position. On the other item the intraposition responses may be evenly spread across the categories indicating very little agreement within the position. The latter case may be considered as "no disagreement" rather than agreement. The two types of consensus within the groups have different meanings. In the one case, there is an emphatic agreement on one category whereas in the other case there is no agreement as to what should be done. Intraposition consensus adds considerably to the meaning that we attach to comparisons between positions.

Consensus, or degree of agreement within the positions was established by examining the percentage of responses falling in the following three response categories: positive (combined responses in the Usually-Always categories), negative (combined responses in the Rarely-Never categories) and neutral (Sometimes category). These combined categories were used because they yielded gross directional responses and thus provided a practical means of noting degrees of agreement within each position on each item. This procedure was used by Farrell (1968) in his study of the role of the elementary school counsellor.

Three states of consensus were chosen according to the following

response percentage ranges:

States of Concensus	Percentage Range of Responses
High	78 - 100
Moderate	55 - 77
Low	33 - 54

With three response categories involved a minimum degree of agreement was determined when 33 per cent of the responses fell in a particular response category.

G. Intensity and Direction

When respondents reply to how the incumbent should behave the responses may vary along two important dimensions. On a particular item one respondent may indicate that the counsellor should Never perform that stated behaviour. Whereas another respondent may feel that the activity should Always be performed. The two choices are clearly in opposite directions. Two other respondents may agree in direction for a behaviour, but one may reply that the counsellor should Never perform the behaviour while the other takes a less extreme view and feels that the behaviour should be performed only Rarely. Never implies definite prohibitions whereas Rarely is more lenient. In this case, the respondent's disagreements are due to the intensity of their responses. Therefore, respondent differences may be ascribed to differences in direction or intensity.

Direction refers to expectations that are either for or against the activity being performed. Intensity, on the other hand, refers to expectations that may be placed along a continuum of mandatory (Never,

Always), permissive (Sometimes) or preferential (Usually, Rarely) behaviours.

The following procedure was used to determine whether differences among the positions reflected differences in direction or intensity of responses. The intensity dimension was ruled out by combining the categories Always-Usually and Rarely-Never, then recomputing the chi square on each of the significant items. Any significant chi squares were then interpreted to reflect differences in direction. Those which did not show significant differences in direction after the recomputation on combined categories were interpreted to reflect differences in intensity. This procedure was used by Gross, Mason and McEachern (1958) in their school superintendent study and by Farrell (1968) in his study of the role of the elementary school counsellor.

Therefore the analysis of expectations for counsellor behaviour required an examination involving interposition consensus, intraposition consensus and differences due to the direction and intensity dimensions.

The purpose of this chapter was to define the population, describe the sample identification procedures, outline the administration procedures and describe the methods for data analysis. The next chapter presents the results and discussion of the study.

CHAPTER IV

RESULTS AND DISCUSSION

I. ORGANIZATION OF THE CHAPTER

This chapter is organized into four main sections. Following the first introductory section the second section presents information obtained on the Counsellor Data Blank. The Data Blank provided information on various counsellor characteristics, such as, age, sex, experience, training, etc. In addition, the Counsellor Data Blank provided data on the counsellor's work setting, such as, grades served, work load, extent of ancillary services and duration of the programs.

The third section is organized into two parts. Part one concerns the counsellor's present activities (role behaviour) and then in the second part these present activities are compared with what the counsellors felt they should be doing.

The fourth and final section focuses entirely on the role analysis by presenting data concerning the expectations held by counsellors, teachers and principals for the counsellors' role behaviour. This latter section forms the major portion of the presentation of results.

Rather than discuss the results in a separate chapter it was decided to comment on the findings at the conclusion of various sections in this chapter. By discussing the results at this point it was felt that the over-all presentation would be more concise and that a clearer understanding of the results would be possible.

II. INFORMATION ON THE COUNSELLOR AND THE COUNSELLOR'S WORK SETTING

As indicated above, data on this topic were obtained on the Counsellor Data Blank. Rather than present all of the data in a detailed fashion only certain highlights will be provided. The complete results may be found in Appendix B.

A. Characteristics of the Counsellor

1. Results

About 25 per cent of the counsellors were over 45 years old and of the total sample 59 per cent were males.

Regarding professional background and experience, 85 per cent had an elementary school teaching background. About 72 per cent of those with elementary teaching experience had taught more than four years in the elementary school. Secondary school teaching was not the usual background of counsellors in the study. Only 25 per cent of the counsellors had any secondary school experience. Administration background was even less with only 15 per cent of the counsellors indicating experience of this type.

The findings on professional training of counsellors are presented in Table 2. As indicated, about 77 per cent of the counsellors had an undergraduate degree. Approximately 22 per cent held a guidance certificate without an academic degree and about 10 per cent of all counsellors had no formal guidance preparation.

TABLE 2

FREQUENCY AND PERCENTAGE OF COUNSELLORS IN VARIOUS CATEGORIES OF PROFESSIONAL GUIDANCE PREPARATION

Degree or Diploma	Frequency	Per Cent
Undergraduate degree	125	77
Graduate degree	52	33
Guidance diploma	100	62
No formal guidance preparation	15	10

Note: Figures do not total 100 per cent since counsellors may be represented in more than one category.

To obtain more information on the nature of the counsellors' training, counsellors were asked to indicate the courses they had taken. The complete results on course work may be found in Appendix B. At this point only certain findings will be presented to highlight the extremes in frequencies of courses taken. For example, the following five courses or areas of study were taken by over 75 per cent of the counsellors: Principles of guidance, group guidance, statistics, general psychology and counselling theory. Courses taken by less than 25 per cent of the counsellors were, school administration, clinical psychology, remedial reading, psychology of the gifted, thesis and internship. About two thirds of the counsellors had taken a supervised practicuum in counselling.

When asked to list additional courses that had been taken

relevant to elementary school guidance the following were mentioned: behaviour modification, Reality therapy, Adlerian approaches to counselling children, and growth or encounter groups. In this additional list none of the counsellors mentioned such courses as developmental psychology, seminars on elementary school counselling or workshops on the use of play media in counselling young children.

Affiliation in professional associations was primarily in provincial or local associations (about 72 per cent) whereas only 22 per cent belonged to the national association - the Canadian Guidance and Counselling Association.

Most of the counsellors were relatively new in their positions. About 70 per cent had been elementary counsellors for one to three years.

2. Discussion of Results on the Characteristics of the Counsellor

It is interesting to note that slightly more than half of the elementary school counsellors were male. This is interesting because it seems surprising that more than half of the counsellors are males in elementary schools that are predominantly staffed by females. An interesting question is, do elementary school guidance positions lead to administrative positions or is the elementary school function a type of administrative position now?

Teaching experience, considered an essential counselling prerequisite by some guidance authorities (Paterson, 1970), was the usual background of the counsellors in the study. It should also be noted that this experience was quite relevant to elementary school

guidance since most of the counsellors had taught for several years in the elementary school.

While the majority of counsellors had relevant professional background fewer counsellors were fully trained in guidance and counselling. Results on several elementary school guidance surveys in the United States generally indicated that American counsellors were better prepared than those of the present study. For example, Greene (1967) found that over 55 per cent of the counsellors in his study had graduate degrees. After an extensive survey of elementary school guidance, Hart (1961) concluded that,

> . . . the typical applicant for the position of elementary school counsellor had a Master's degree, a special credential designed for both secondary and elementary counsellors, and about three years successful classroom teaching experience . . . (p. 209).

When individual course background is examined it seems unfortunate that certain courses were not taken by most of the counsellors. For example, group dynamics, human relations and human development all seem relevant to the developmental-consultant approach to elementary school guidance yet these areas were not studied by many counsellors. Courses on individual diagnosis were also absent in the background of many counsellors. Only two thirds of the counsellors had studied child psychology and few had taken any courses on the exceptional child. In their survey of elementary school guidance in Alberta, Altmann and Herman (1971) found that administrators recommended the following as the most important courses for the preparation of elementary school counsellors: diagnostic training, child psychology, supervised

counselling practicum and experiences in consulting. Hart (1961) presented a similar list of recommendations after soliciting the opinions of superintendents, principals, teachers and counsellors. It would appear that in recommended preparation areas, the counsellors in the present study were relatively weak.

The majority of the elementary school counsellors in the study preferred local professional association membership rather than national association affiliation. One wonders if this may be partially due to the fact that local associations offer greater opportunities for programs and workshops specifically related to elementary school guidance.

In sum, it would appear that the typical elementary school counsellor in this study had some limited guidance training - either a guidance diploma or was in the process of completing such requirements. The counsellor had at least two years teaching experience, usually in the elementary school and his professional affiliation was usually with the local or provincial association.

B. Characteristics of the Counsellors' Work Setting

1. Results

The majority (61 per cent) of counsellors functioned in typical elementary grades (K or 1 through 6, 7 or 8) and a relatively large number (about 32 per cent) served in "other" grade arrangements such as Middle Schools (Grades 6, 7, 8) and Senior Elementary Schools (Grades 7 and 8).

From the data obtained on the Counsellor Data Blank several

positions were combined to provide an indication of the percentage of counsellors serving in typical combined positions. The combined positions were, elementary counsellor-elementary teacher, elementary counsellor-administrator, and elementary counsellor-secondary counsellor. A combined position meant that an individual worked a certain percentage of his time in both positions.

TABLE 3

FREQUENCY AND PERCENTAGE OF COUNSELLORS IN FULL-TIME POSITIONS AND THREE OTHER COMBINED POSITIONS

Combined Positions	Frequency	Per cent
Full-time elementary school counsellor	92	57
Elementary-Secondary school counsellor	24	15
Elementary School teacher-counsellor	20	12
Elementary school administrator-counsellor	7	4

As indicated in Table 3 most counsellors were full-time in elementary schools. In some instances counsellors held combined positions that included multiple combinations of those shown in Table 3. For example, some counsellors functioned as an elementary school counsellor, a secondary school counsellor, a teacher and an administrator. Some counsellors reported that they also held other positions, such as,

remedial reading specialist, psychologist, educational diagnostician, etc. About 10 per cent of the counsellors were functioning in these multiple capacities which involved more than the combination of two positions.

The counsellors' work load in terms of pupil enrollment is presented in Table 4. Results show that about 60 per cent of the full-time counsellors were responsible for more than 750 pupils. In some instances counsellors reported that they served in as many as ten schools and were responsible for more than 9500 pupils.

On the combined positions about 60 per cent of the counsellor-administrators were also responsible for over 750 pupils. Most counsellor-teachers served in the 250 to 749 pupil population range. Results for elementary-secondary school counsellors showed that half of the counsellors were serving elementary school populations in excess of 1500 besides serving in the secondary school.

Although there was considerable variation in counsellor load, about two-thirds of the counsellors indicated that they served in one school only. Of the full-time counsellors one third were in one school and about 10 per cent served in five or more schools. The relatively large figure of counsellors in a single school seems due to the fact that some were counsellor-teachers or counsellor-administrators. These individuals due to their combined functions, are usually restricted to one setting.

Elementary school guidance programs in the study seem relatively new since approximately 80 per cent had been in operation for no more.

TABLE 4

ELEMENTARY SCHOOL PUPIL ENROLLMENT SERVED BY FULL-TIME ELEMENTARY SCHOOL COUNSELLORS AND BY THREE OTHER COMBINED POSITIONS *

Professional Capacity	Pupil Enrollment In Terms of Frequency and Per Cent									
	0 to 249		250 to 749		750 to 999		1000 to 1499		1500 or more	
	f	%	f	%	f	%	f	%	f	%
Full-Time Counsellor	0	0	38	41	20	22	14	15	20	22
Elementary-Secondary Counsellor*	6	25	6	25	0	0	0	0	12	50
Elementary Teacher-Counsellor	0	0	16	80	4	20	0	0	0	0
Elementary Administrator-Counsellor	0	0	2	29	2	29	2	29	1	13

*These figures do not include pupils served in the Secondary school.

than six years.

The next topic concerns the extent of ancillary or supporting services in the elementary school. The service personnel were, social workers, psychologists, psychometrists, remedial teachers, speech therapists and "Others". "Others" were consulting psychiatrists, remedial reading specialists, perceptual specialists, curriculum resource personnel, public health nurses, volunteers and physicians.

The results, though quite varied, indicated that in most cases part-time services were available in the counsellor's school. Very few schools, that is, less than four per cent had a full-time support person in a counsellor's school. An exception was the remedial teacher. About 20 per cent of the schools had the services of this teacher.

Although in the majority of cases part-time ancillary services were available, many schools were without such assistance. For example, 49 per cent did not have social worker assistance and 16 per cent were without psychologists.

Of the personnel indicated under "Other", reading clinicians and consulting psychiatrists were mentioned most often. About five per cent of the schools had psychiatric and reading clinician assistance. Another position mentioned was the perceptual specialist or learning disability consultant. These specialists were available in about four per cent of the schools.

2. Discussion of Results on Characteristics of the Counsellors' Work Setting

It would appear that a large proportion of elementary

guidance workers were faced with large counsellor-pupil ratios. About two-thirds of the counsellors were attempting to serve over 750 pupils. In their review of various recommendations for counsellor-pupil ratios Brown and Hathaway (1969) found that 1:750 was the maximum and 1:450 was the minimum recommended ratio.

The present work setting findings are not too encouraging when compared with similar aspects of surveys conducted in the United States. For example, in the Vafakas (1967) survey of elementary school guidance it was estimated that 70 per cent of the counsellors in the United States were functioning on a full-time basis. Greene (1967) found that about one-third of the full-time counsellors in the United States were serving pupil populations in excess of 1000. In the present study about two-thirds of the full-time counsellors were responsible for pupil populations in excess of 750. In a study conducted by Brown and Hathaway (1969) they found that about 40 per cent of the pupils were referred to the guidance counsellor. With a counsellor serving 750 pupils the referrals from teachers alone, if identified in the same proportion, would number about 300! It seems impossible for counsellors working under these conditions to effectively meet the expectations of teachers and principals.

Of interest is the fact that elementary school guidance programs in the present study were relatively new. These results are similar to Greene's (1967) findings on elementary school guidance in the United States. He found that most of the programs had been in operation for about four years. Thus, it seems that a majority of the

elementary guidance programs in Canadian urban areas were conceived in the late 1960's.

The next section concerns the counsellor's role behaviour - what he actually does, and then the role behaviour is compared with what the counsellors felt should be done - the role conception.

III. INFORMATION ON COUNSELLOR ROLE BEHAVIOUR AND ROLE CONCEPTION

A. Counsellor Role Behaviour

1. Results

The Guidance Services Opinionnaire was the data source for counsellor role behaviour. The complete results may be found in Appendix E. To simplify the analysis and to reveal the general direction of responses the five response categories (Never, Rarely, Sometimes, Usually, Always) were combined into three. The Never-Rarely combination indicated a negative direction; Always-Usually depicted a positive direction, and the Sometimes category remained as a neutral choice.

In keeping with the desire to focus only on various highlights, the results will be presented in a categorized rather than an item-by-item fashion. When over two thirds of the counsellor responses were in a particular response category (Rarely-Never; Sometimes; Usually-Always) that item was chosen as a "highlight" for presentation and discussion. When over two thirds of the counsellor responses on an item fell in the Usually-Always response category the activity was considered a "frequent" one. "Infrequent" activities referred to items where at least two thirds of the counsellors' responses were in the

Rarely-Never response category.

When the findings were examined to note "frequent" activities, several clusters of items were evident. These clusters seemed to coincide with the guidance function classifications that have been described by a number of authorities (Joint ACES-ASCA Committee on the Role of the Elementary School Counsellor; Muro, 1969). These classifications were, counselling, consulting, and coordinating.

Counselling referred to individual contacts with children presenting learning or adjustment difficulties. Over 85 per cent of the counsellors, "provide individual counselling on a continuing basis for those children presenting learning or adjustment problems (Item 76)."

Consultation referred to parent and teacher consultation. The emphasis of these consultations was on individual conferences with particular reference to children having specific difficulties. For example, 70 per cent of the counsellors, "help the teachers cope with children who present learning or adjustment problems (Item 83)." In parent consultation over two thirds of the counsellors, "conduct parent conferences to discuss a child's needing help in terms of a special class or agency referral (Item 91)." These items represent individual, crisis-oriented consultation as compared to consultation on normal, expected development of all children (Items 97, 100). The latter type of consultation was an "infrequent" activity of the counsellors.

Such activities as the identification and referrals to various agencies and professionals were considered as coordinating functions. As an example of the coordinating function, over two-thirds of the

counsellors "identify and refer children to community agencies (Item 61)."

Another area of "frequent" activity was child study or child assessment. Two items that referred to this area were, item 40, "Analyze cumulative record information to better understand the child" and item 62, "Recommend children to be screened for special classes for gifted or slow learners".

Several item clusters were also identified when examining the results of "infrequent" activities. One of these clusters referred to inservice work with the school staff. Of the five items specifically related to staff inservice (Items 9, 17, 37, 44, 75) all were infrequently done by the counsellors. As mentioned above, consultation with teachers on normal, expected development of children (Item 97) was an infrequent counsellor activity. Group sessions in which the staff might discuss their concerns was another infrequent activity. Over two-thirds of the counsellors were infrequently involved in, "assist[ing] teachers in the development of a unit on social relationships (Item 98)."

Group work with parents was another area of infrequent activity. This parent group work referred to discussions on the meaning of ability and achievement tests (Items 25, 31), on discussions about normal expected child development (Item 100), and on discussion groups with parents whose children have similar problems (Item 93).

Other infrequent activities were in the Appraisal service area. Most of these items referred to the use of sociometric inventories

(Items 11, 12, 14). Home visits to each child's home (Item 19) were seldom done. Also mentioned as being infrequently performed were clerical tasks like keeping the child's cumulative folder up to date.

In sum, counsellors seemed to focus their energies on individual contacts concerning children with learning or emotional difficulties. Staff development and the use of groups were not the usual counsellor activity.

2. Discussion of Results on Counsellor Role Behaviour

A striking feature of the results on counsellor role behaviour in the present study is their similarity to the findings on other studies on the same topic (Eckerson, 1966; Raines, 1964; Greene, 1967). The emphasis seems to be on specific problem situations and as such it seems appropriate to describe the role behaviour in Faust's (1968b) terms as "Traditional". Considering the typical counsellor-pupil load revealed previously it seems to the writer that counsellors should invest their energies in teacher and parent group consultation and in group counselling with children. Of course this viewpoint requires elaboration and discussion. Later in this chapter the whole question of Traditional versus Developmental approaches is discussed in greater detail. At this point, however, many questions arise about the counsellors' role behaviour. Some of these questions are: To what extent are counsellors satisfied with their present activities? Do they prefer other activities; if so, what are these preferred activities? What are the reasons for the crisis-corrective emphasis? Is it because teachers and principals prefer this approach?

The remainder of this chapter is devoted to answering some of these questions. For example, the next part of this section focuses on the comparison between what the counsellors DO (Role behaviour) and what the counsellors felt they SHOULD DO (Role conception).

B. Comparison of Counsellor Role Behaviour and Role Conception

1. Results

A comparison of counsellor role behaviour and role conception was achieved by comparing the counsellors' Opinionnaire responses under two conditions. First, the counsellors responded in terms of what they were actually doing at present and then in terms of what they thought they should be doing.

Two basic procedures were followed in comparing the responses for counsellor role behaviour and counsellor role conception. First the t-test was applied to test the difference between the role behaviour and role conception means on each item. The results of the t-tests indicated that there were significant differences between the role behaviour and role conception means on all but five items. The five items were, 21, 22, 27, 34, and 40. These items will be presented and discussed in greater detail later in this section.

A second procedure, described in Chapter III (p.52) was devised to examine the counsellors DO (role behaviour) and counsellor SHOULD (role conception) responses in a more meaningful and detailed fashion. This procedure involved the cross-referencing of the DO and SHOULD responses into a five-by-five contingency table so that it was

possible to classify the items into several "comparison types".

Two major classifications of items were isolated for presentation and discussion. One classification concerned a "lack of congruency" between counsellor DO and SHOULD responses and the other classification concerned items that indicated "congruency" or agreement on counsellor DO and SHOULD responses. Due to the complexity of the findings and the desire to present detailed and meaningful results one of the above major classifications required further subdivision into two clusters of items. These classifications and their subdivisions are defined below.

a) Definition of "Lack of Congruency Classification

Lack of congruency meant that there was some discrepancy between what the counsellors were doing and what they thought they should be doing. The items were classified into two types of "lack of congruency". The types were,

Type A - This type concerned those activities that were presently being done INFREQUENTLY but the counsellors felt that they should be done FREQUENTLY.

To identify items referring to this type the contingency tables of each item were examined and when over two-thirds of the responses were above the diagonal the item was selected as a Type A - Lack of Congruency item.

Type B - This type concerned those activities that were presently being done FREQUENTLY but the counsellors felt that they should be done INFREQUENTLY.

When two-thirds of the responses were below the diagonal on the contingency table, the item was selected as a Type B - Lack of Congruency item.

b) Items Indicating Lack of Congruency Between the Counsellors' Role Behaviour and Role Conception

Sixteen items were identified as falling above the diagonal (Type A) indicating that counsellors were performing these activities infrequently but felt that they should be done frequently. No items were identified in the opposite lack of congruency type - Type B.

The Type A items are shown for each guidance service in Table 5.

TABLE 5

"LACK OF CONGRUENCY" ITEMS IDENTIFIED ON THE OPINIONNAIRE AS REPRESENTING ACTIVITIES THAT COUNSELLORS FELT SHOULD BE PERFORMED FREQUENTLY BUT WERE BEING PERFORMED INFREQUENTLY

Services	Items
Orientation	1
Services to Staff	17, 37, 44, 75, 85, 97, 98
Appraisal	13
Testing	25
Adjustment	74
Services to Parents	93, 100
Evaluation and Research	94, 95, 96

Though counsellors were infrequently involved with staff in-service training they indicated a desire to do more in this area (Items 17, 37, 44, 75). The same could be said of leading, "group sessions in which the staff may discuss their concerns (Item 85)," and in leading teacher discussions about normal, expected child development (Item 97). Counsellors felt that they should more frequently meet with small parent groups concerning children with similar problems. Counsellors also felt the need to be more involved as discussion leaders of parent groups concerning normal, expected developmental behaviour of children. In addition, counsellors thought that more should be done in research and evaluation than was presently being done. Orientation of new children was another area of concern. Counsellors felt that more should be done to orient new pupils by holding individual conferences with each child new to the school.

c) Definition of "Congruency" Classification and Procedures for the Identification of "Congruency" Items

Congruency meant that there was some agreement between what the counsellors were doing and what they judged should be done. Congruency for an item was examined in two major ways. The first method used the nonsignificant t-test results. With this approach five items were identified as indicating congruency (Items 21, 22, 27, 34, 40). In the second procedure the percentage of responses along the diagonal of each contingency table were examined. To remain consistent with other analyses in the study the two-thirds criterion of responses was applied. That is, when over two-thirds of the counsellors' responses fell along the diagonal this item was explored as a congruency

item. Only two items were identified using this criterion (Item 40 and 76). The results on these items are discussed below.

d) Items Indicating Congruency Between Counsellor Role Behaviour and Role Conception

Items 21, 22, 27 and 34 (nonsignificant t-test results) all involved testing and in every case the counsellors were infrequently involved and they felt that they should infrequently perform these activities.

The testing items consisted of such activities as, administering and scoring ability tests, administering achievement tests and recording test results in the cumulative folder.

The opposite results were shown in the case of items 40 and 76. The counsellors were frequently performing these activities and they felt that they should be performed frequently. Item 40 concerned the analysis of cumulative records to better understand the child and item 76 involved individual counselling for children presenting learning or adjustment difficulties. About 55 per cent of the counsellors Always provided individual counselling and these counsellors felt that this should Always be done.

2. Discussion of Results on the Comparison of Counsellor Role Behaviour and Role Conception

Judging from the results on counsellor role behaviour and role conception it would appear that counsellors in the majority of cases are not satisfied with their present guidance activities. Counsellors want to do more in the area of staff development and group work with

teachers and parents. Research and evaluation is another similar area of concern. Possibly the accountability issue has urged counsellors to do more in assessing their services.

As revealed in other studies (Oldridge, 1964; Raines, 1964; Greene, 1967) and the present investigation, counselling is a typical activity and a preferred one for the elementary school counsellor. However, the administration and scoring of tests is an area where counsellors are not too involved and seem agreed that such activities should be done infrequently. These results are interesting in the light of the findings of other researchers (Greene, 1967; Farrell, 1968) who have noted that diagnostic testing is an activity that teachers and principals value. The interposition preferences on testing services will be an interesting area to explore in the next section of this chapter. It will also be interesting to discover if teachers and principals want counsellors to lead them in staff development. Do teachers and principals prefer crisis-remedial approaches or do they, like the counsellors, prefer developmental activities? Can the positions agree among themselves on a guidance activity and once agreed how do their expectations compare with those of the other positions? These and other questions will be explored in the final section of this chapter - the role analysis.

IV. ROLE ANALYSIS: A PRESENTATION OF EXPECTATIONS FOR COUNSELLOR ROLE BEHAVIOUR

The main question examined in the role analysis was to indicate whether or not there were significant differences in the way counsellors,

teachers and principals expected the counsellor to perform certain guidance tasks.

In comparing the responses of the counsellors, teachers and principals it was necessary to find a system or technique that would indicate agreement or disagreement on each of the expectation items. To illustrate the various types of responses and clarify the procedure the results on four Opinionnaire items are presented below.

In Figure 2 the four items are shown in the form of percentage histograms for each position on each response designation. On two of the items the chi square distribution is significant and on the other two it is not.

Of the two items where the chi square was not significant, one (item #10) revealed high intraposition consensus on all positions and the other (item #44) had low consensus within the positions. Item 10 with high intraposition consensus may be described as indicating "agreement" since there were no significant chi square differences and the majority agreed among themselves that the activity should be performed usually or always.

Item 44, on the other hand, may be seen as an example of "lack of disagreement". Though there were no significant differences between the positions the low intraposition consensus makes it difficult to assume agreement among the counsellors, teachers and principals. It would seem that uncertainty on expectations was the common factor between the groups.

Two different forms of disagreement are exemplified in Items

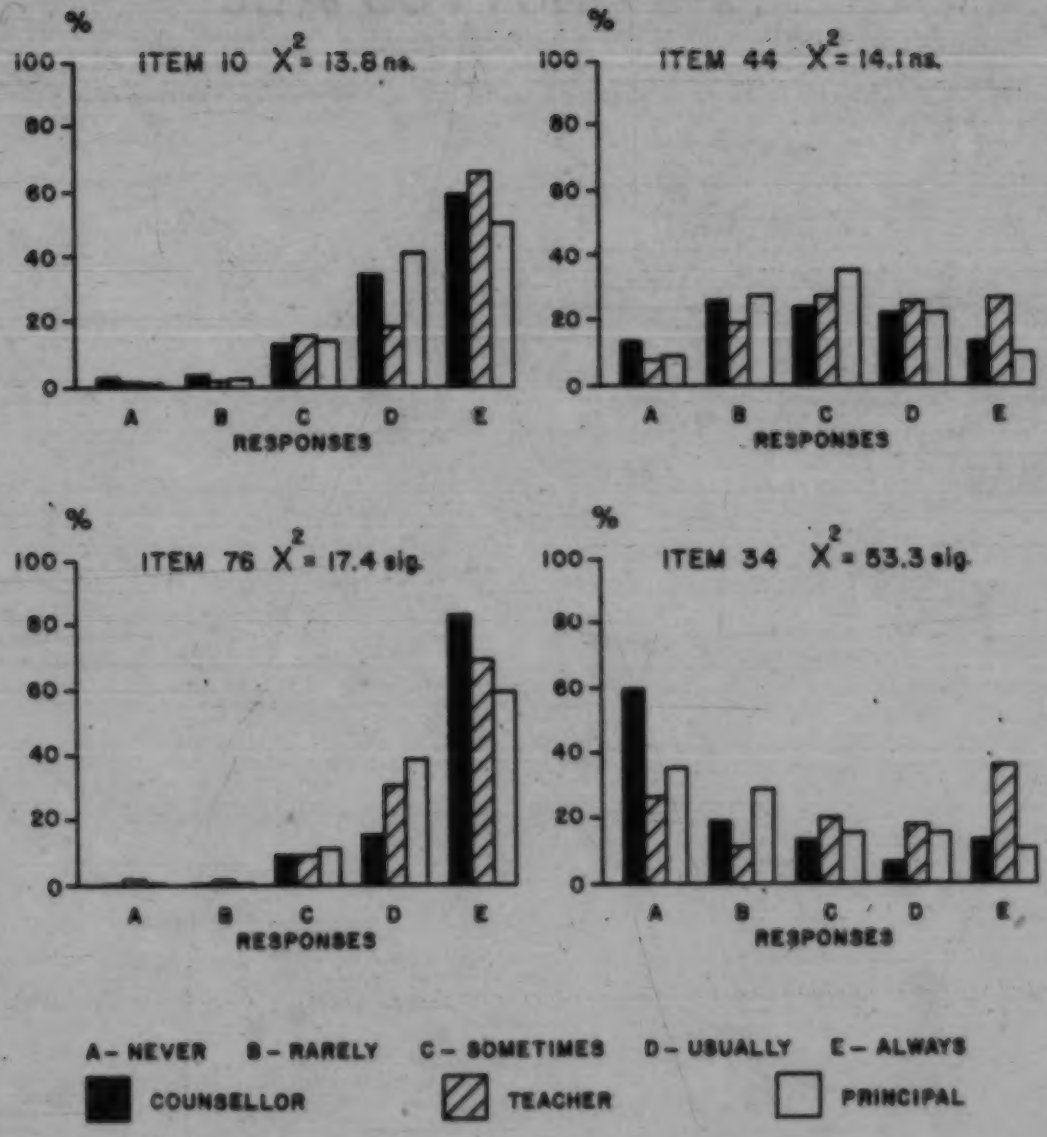


Figure 2. Examples of Frequency Distributions of Counsellors, Teachers and Principals, Indicating Intraposition Consensus Types and Intensity and Direction Interposition Differences

76 and 34. For item 76 there is a significant difference between the positions and the consensus within the positions is high. When the nature of the differences is examined it can be seen that principals generally chose more permissive responses, like Usually, whereas counsellors generally preferred positive and mandatory responses, like Always. The results on this item describe differences due to the intensity of responses.

The difference shown on Item 34 is typical of those items where differences are described as being due primarily to the direction of responses. A greater proportion of counsellors responded in the negative (Never-Rarely) and Sometimes category as compared with teachers who revealed more positive (Usually-Always) expectations. The general shift of teacher responses was in the positive direction.

These examples illustrate not only the various types of agreement and differences but also suggest the need to interpret findings in terms of both intra and interposition differences.

In consideration of the need to interpret results in an integrated manner a classification procedure was developed wherein each item once classified could be identified and categorized into various categories of agreement and disagreement.

In the classification procedure each item had three main coordinates which defined the position of the item in the integrated consensus system. The coordinates were, 1. an interposition consensus value (significant or non-significant). 2. an intraposition value (High, Moderate or Low), and 3. a direction value (Positive, Negative

or Neutral). Items were classified in this manner for each position - counsellor, teacher and principal. The complete classification of all items is shown in Appendix F.

In the next section results are presented in a summary form for intra and interposition consensus. The purpose is to illustrate the extent of the differences with detailed investigation in later sections.

A. Intraposition Consensus

1. Results

Table 6 indicates variation between each of the positions for the three states of consensus.

On the basis of these findings the following summary statements can be made:

1. There was Low Consensus for each of the positions - counsellor, teacher, principal, on over one-half of the items.

2. There was High Consensus for each of the positions on less than 10 per cent of the items.

3. The greatest difference in intraposition consensus on all states was between the counsellor and the principal.

4. Least intraposition consensus was shown by the principals. For principals there was Low Consensus on about two-thirds of the items and only two items received High Consensus.

TABLE 6

NUMBER OF ITEMS FOR EACH STATE OF INTRAPOSITION CONSENSUS FOR COUNSELLOR, TEACHER AND PRINCIPAL

Counsellor			Teacher			Principal		
High	Moderate	Low	High	Moderate	Low	High	Moderate	Low
9	40	51	4	38	58	2	30	68

2. Discussion of Results on Intraposition Consensus

There seems to be a great deal of uncertainty about what the elementary school counsellor should be doing in the schools. Even the counsellors did not appear too certain about the role. With such an apparent lack of certainty for counsellor role an assumption might be that the heterogeneity of the sample was the primary cause of the resulting lack of consensus. This seems reasonable since the sample included 52 school systems in 17 cities representing every province in Canada. To examine this point further a comparison was made between the intraposition consensus results on the complete study (National) and the intraposition results on one selected school system. The selected system (Toronto Public Board) had considerable experience with elementary school guidance. About 70 per cent of the schools in the system had an elementary school guidance background of over four years. The results of the National and single system comparison are shown in Table 7.

TABLE 7

A COMPARISON OF INTRAPOSITION CONSENSUS STATES BETWEEN A SINGLE SCHOOL SYSTEM AND THE NATIONAL SAMPLE

Samples	Number of Items for Each State of Intraposition Consensus for Counsellor, Teacher and Principal								
	Counsellor			Teacher			Principal		
	High	Mod.	Low	High	Mod.	Low	High	Mod.	Low
Single System	9	46	45	7	39	53	2	45	53
National	9	40	51	4	38	58	2	30	68
X_2 Values	0.80 ns			1.07 ns			4.88 ns		

Note: A X_2 value = 5.99, df = 2 is significant at .05 level of significance.

The chi square test was applied to a two-by-three contingency table for each position. The contingency table consisted of the number of items in each of the consensus states for each sample. Results showed that all chi squares values were non-significant. Thus, it would appear that even with a more homogeneous sample there still is considerable uncertainty on counsellor role. Under these conditions of uncertainty it would seem that the counsellor is provided with few definite guidelines to direct his behaviour.

Within a single system one would expect there to be greater

agreement among counsellors for their role. What do these results suggest? It would appear that counsellors are generally uncertain about what should and should not be done. Yet noting the results on the role behaviour and role conception comparison counsellors want to do more in most areas. Although this seems laudable it also seems unwise to be "all things to all men" without setting some definite priorities. Do the results suggest that guidlines are not being provided for counsellors by their guidance directors, or is there an emphasis on suiting programs to the needs of a particular community?

The above points seem possible yet it also seems reasonable to suggest that a major factor contributing to this uncertainty is the paucity of research on elementary school guidance and the absence of theoretical foundations (Cottingham, 1966; Aubrey, 1967; Leonard and Pietrofesa, 1970). Aubrey (1967) describes elementary school guidance as, ". . . a Trojan horse, fully equipped with blinders, a hollow shell and nestling a hostile army inside (p. 355)." The blinders refer to the theories and methods passed on by secondary school colleagues, the hollow shell concerns the emptiness and paucity of theory and research, and the hostile army refers to the array of firmly entrenched elementary school educators who resist the encroachment of guidance. Though presented briefly at this point, research voids and theoretical inadequacies are serious considerations that will be discussed in greater detail later in this chapter and in the final chapter.

The following sections concern the results of the various

differences that exist between the positions on expectations for counsellor role behaviour.

B. Interposition Consensus

1. Results

a) Overview of Interposition Results

Interposition results were based primarily on the test of the basic null hypothesis which stated that there would be no differences in the frequencies of responses between the three positions to the individual items representing expectations for counsellor role behaviour. The findings in this section are given in summary form to provide some idea of the extent of interposition consensus and to present some perspective for detailed analyses.

There were significant differences between the counsellor, teacher and principal positions on 51 of the 100 Opinionnaire items. Further examination revealed that for 14 of the 51 items, these differences could be attributed to the intensity of the responses only. Therefore it can be seen that for a majority of items (37 items) the differences between the positions were of a more "serious" nature. That is, differences were due to the direction of responses.

When the differences between the position pairs (Counsellor-teacher, counsellor-principal and teacher-principal) were examined there were fewer significant differences (17 items) between the teachers and principals. Counsellors and teachers differed on 35 items whereas there were 40 item differences for the counsellor-principal pairs.

At first glance it would appear that counsellors and principals were "at odds" but further investigation revealed that these differences were due mainly to the intensity of the responses. Principals usually avoided mandatory expectation responses, such as Always or Never; and generally favoured the more permissive categories like, Usually, Rarely or Sometimes.

However, as indicated in Table 8 counsellor-teacher differences showed a greater proportion of direction differences. Thus it would appear that although there were a greater number of differences between counsellors and principals on expectations, these were of a "less serious" nature than the counsellor-teacher differences.

The following parts of this section focus more directly on the nature of the differences between the three positions.

TABLE 8

NUMBER AND TYPE OF INTERPOSITION DIFFERENCES BETWEEN TWO PAIRED POSITIONS: COUNSELLOR-TEACHER AND COUNSELLOR-PRINCIPAL

Paired Positions	Number and Type of Interposition Differences		
	Significant Differences	Intensity Differences	Direction Differences
Counsellor-Teacher	35	32	32
Counsellor-Principal	40	14	26

Those items indicating agreement and lack of disagreement are considered first. Disagreements are then examined for each of the eleven Services that formed the 100 items of the Guidance Services Opinionnaire.

b) Items indicating "Agreement"

These were items with no significant differences on interposition consensus and intraposition consensus in each position was moderate to high. All but one of these were expectations in the positive direction. The subscrips on each item indicate the direction of responses. A positive direction means that the majority of responses were in the combined Usually-Always response category and the negative direction referred to responses in the combined Rarely-Never category. The items were,

10^{+}, 19^{-}, 20^{+}, 40^{+}, 48^{+}, 53^{+}, 54^{+}, 56^{+}, 62^{+}, 64^{+}, 68^{+}, 94^{+}

Several groupings of these items seem possible. For example, items 48, 53, 54, 56 deal with vocational and educational guidance.

Another grouping (10, 62, 64, 68) focuses on the child with learning or adjustment difficulties. Three of the four involve indirect, coordinating contacts, whereas the third, #68, deals with group work with problem pupils. Items 20 and 40 generally concern child study and appraisal.

Visits to each child's home once a year (#19) were not considered desirable.

Item 94 deals with leadership in evaluating the

guidance program.

c) Items indicating "Lack of Disagreement"

For some items there was no significant difference between the positions but consensus within the positions was low to moderate.

The "lack of disagreement" items are shown for each guidance service in Table 9.

A total of 37 items were identified as those indicating "lack of disagreement." The results on these items may be interpreted as guidance activities where there was considerable similarity between the positions over the uncertainty they held on expectations for the particular task. These results are relevant because they identify uncertain areas for the role of the counsellor.

Rather than mention each item in a detailed manner, the results are presented below with most of the items grouped either according to the guidance service or to a particular type of activity.

Six of the eight Information Service items were identified as "lack of disagreement" items. The items generally referred to such tasks as, planning activities and preparing materials to broaden a child's perspective of the world of work. Also included were activities involving the teaching of study skills.

Appraisal Service items referred to the interpretation of sociometric results and to home visitations.

There was considerable uncertainty on about one

TABLE 9

"LACK OF DISAGREEMENT" ITEMS FOR EACH OF THE SERVICES ON THE GUIDANCE SERVICES OPINIONNAIRE

Service	Item
Orientation	5, 7
Appraisal	12, 13, 14, 15, 18
Testing	23, 25, 26, 29, 31, 32, 33, 36
Records	43
Information	45, 46, 47, 50, 51, 52
Planning	55
Referral	--
Adjustment	65, 66, 69, 71, 74
Services to Staff	9, 37, 44, 75, 79, 80
Services to Parents	86, 92, 100
Evaluation and Research	--

Note: Directional subscripts are not shown since low consensus results in very little directional difference on the three response categories.

half of the Testing Service items. The testing items concerned the interpretation of results to parents and children, discussing the meaning of tests and analyzing the instructional implications of tests.

Adjustment Service items concerned remedial help in academic subjects, developing and teaching units on adjustment topics and conducting group dynamics sessions with children.

Whether or not counsellors should conduct inservice training as a Service to Staff was another area of uncertain expectations. This was expecially noticeable among the teachers and principals.

There was also uncertainty as to whether the counsellor should provide a Service to Parents by conducting conferences to improve home and school relations or to lead parent discussion groups on normal, expected behaviour of all children.

2. Discussion of Interposition Consensus Results

The results seemed to indicate that the "Traditional" counsellor, in Faust's (1968b) terms, is the agreed upon model for elementary school guidance in the present study. Though vocational and educational guidance is not entirely excluded by elementary school guidance authorities, it is not a high priority function (Joint ACES-ASCA Committee on the Elementary School Counsellor, 1966; McNassor, 1967).

Educational and vocational guidance activities are more prevalent in the secondary school. The results suggest that the only agreed upon activities are those which indicate a transplant of secondary school guidance services into the elementary school. Aubrey's

(1967) statements about elementary school guidance seem relevant when he speaks of the blinders on the Trojan horse being the theories and methods handed down by secondary school colleagues. As Munson (1969) noted, maybe a respondent on elementary school counsellor role studies responds, ". . . with reference to his perceptions or stereotype of guidance in the secondary school (p. 104)." If this is so, it would appear that guidance personnel have not effectively articulated the uniqueness of elementary school guidance as outlined by many guidance authorities (Hansen and Stevic, 1969; Peters and Shertzer, 1963; Faust, 1968b).

Considerable uncertainty seems to exist within each of the positions on counsellor role. That as much as one-third of the items elicited indefinite expectations seems to suggest that counsellors may be provided with some flexibility, at least in the identified areas, to define their own role. Principals and teachers did not reject the activities. They simply indicated that they were not sure whether they should or should not be done. The uncertainty shown is an important factor since it may identify an area where attitudes may be easily altered in one direction or the other.

While the above interposition consensus results provided some integration of the findings concerning types of agreement the exact nature of the differences and resulting conflicts are presented in the next section.

C. Differences Between the Positions for Each Guidance Service on Expectations Held for Counsellor Role Behaviour

The results are presented for each of the eleven guidance services that constituted the Opinionnaire. Table 10 shows the services, the number of items for each service, the number of items that revealed significant interposition differences and also the nature of these differences.

For a few services (Appraisal, Information and Planning) there were relatively few items indicating significant differences between the positions. Others, such as Orientation, Records, Referral, Services to Staff, Services to Parents and Evaluation and Research had many items showing significant differences.

Results will not be presented for each of the services.

a. Orientation Service

1. Results

An analysis of the results on interposition consensus for orientation services generally indicated that teachers and principals preferred to have these activities performed less often than counsellors judged they should be done.

In one case, (taking new pupils on a school tour) most teachers and principals preferred that this be done Rarely or Never whereas most counsellors felt that this should be done Usually or Always. While there were more counsellor-principal differences than counsellor-teacher differences, two of these differences were due to the intensity of the responses. In each case principals avoided

TABLE 10

NUMBER OF INTERPOSITION DIFFERENCES FOR EACH SERVICE AND THE NUMBER OF SIGNIFICANT DIFFERENCES FOR POSITION PAIRS AND FOR DIRECTION AND INTENSITY DIFFERENCES

Service	No. of Items	No. of Items Significant	Nature of Differences				
			Direction	Intensity	Counsellor-Teacher	Counsellor-Principal	Teacher-Principal
Orientation	8	6	5	1	5	6	1
Appraisal	10	2	1	1	1	1	0
Testing	17	9	8	1	8	7	8
Records	5	3	3	0	3	0	2
Information	8	1	1	0	1	1	0
Planning	4	0	0	0	0	0	0
Referral	7	6	4	2	4	5	1
Adjustment	12	6	2	4	4	5	1
Services to Staff	17	10	8	2	7	7	2
Services to Parents	9	6	3	3	2	6	1
Evaluation and Research	3	2	2	0	0	2	0
Total	100	51	37	14	35	40	17

mandatory choices such as Always in favour of permissive responses like Usually or Sometimes.

2. Discussion of Results on Orientation Service

The results on item 3 - "Take pupils new to the school on a tour of the school plant" - are interesting due to the extent of the interpositions differences. Orientation has been described by Peters and Shertzer (1963) as a service, ". . . to help each person feel at ease, understand and adapt to his new surroundings . . . (p. 177)." One would hope that teachers see the value of orientation yet they preferred not to have school tours for new children. The principals seemed to agree with the teachers on this point. The reason for these preferences are not too obvious though one would wonder if school tours were perceived as being a disruption to the school routine and the teaching process. This seems plausible since over one-half of the teacher and principal responses shifted into the Usually-Always category when the orientation emphasis was on the counsellor seeing new children individually (Item 1). Yet seeing pupils individually seems unreasonable especially since counsellors appear to be responsible for such large pupil populations (see page 66, Table 4).

b. Appraisal Service

1. Results

There were only two Appraisal Service items that revealed significant differences. Item 16, which concerned making periodic observations or writing anecdotal reports on selected pupils, showed differences due to intensity between the counsellors and

principals. While counsellors were reasonably agreed that this appraisal task should be done, their responses were spread across the Sometimes and Usually-Always response categories. The principals on the other hand, preferred the Usually response categories. In effect the differences on this item were relatively minor.

However, for item 11 (Administer sociometric inventories) both teachers and principals differed from the counsellors. In each case a greater proportion of teachers and principals chose positive (Usually-Always) categories. A greater proportion of counsellors responded in the Sometimes-Rarely-Never direction. Yet there was little agreement within any of the positions for this task.

2. Discussion of Results on Appraisal Service

The results on item 11 - "administer sociometric inventories to get additional peer adjustment information" - seem related to the Testing Service items that concerned the administration of tests. Since the results on testing will be discussed in some detail the above item will be included in the Testing Service discussion.

c. Testing Service

1. Results

Of the nine items indicating differences on Testing Service most of these were due to the direction of responses and nearly all involved differences between all position pairs. The more "serious" differences seemed to be between counsellors and teachers.

These differences are probably best explained by presenting the results in graphic form. Two groups of items are presented in this manner. One group refers to administering tests (Items 21, 27) and the other refers to scoring test results (Items 22, 28).

In the figure below the responses on each item are depicted graphically in terms of the percentage of responses across categories. Each bar represents over 70 per cent of responses for the particular position. On item 21, for example, over 70 per cent of the counsellors' responses were distributed across the Never-Rarely-Sometimes categories and the same percentage of teacher and principal responses were spread across the Sometimes-Usually-Always categories.

As indicated in Figure 3 teachers and principals generally preferred to have counsellors quite involved in testing yet the counsellors had the opposite expectations. Similar results were found on the recording of test results in the cumulative folder. Counsellors preferred not to do this, the principals generally agreed but the teachers wanted the counsellors to do the recording. Teachers and counsellors seemed to disagree considerably on these items and the principals, still basically disagreeing, fell somewhere between the extremes in counsellor-teacher differences.

2. Discussion of Results on Testing Service

It does not seem too surprising that such interposition differences should appear on the administration and scoring of tests. It seems to the writer that a frequent topic of discussion among elementary school counsellors is the question of whether or not to get

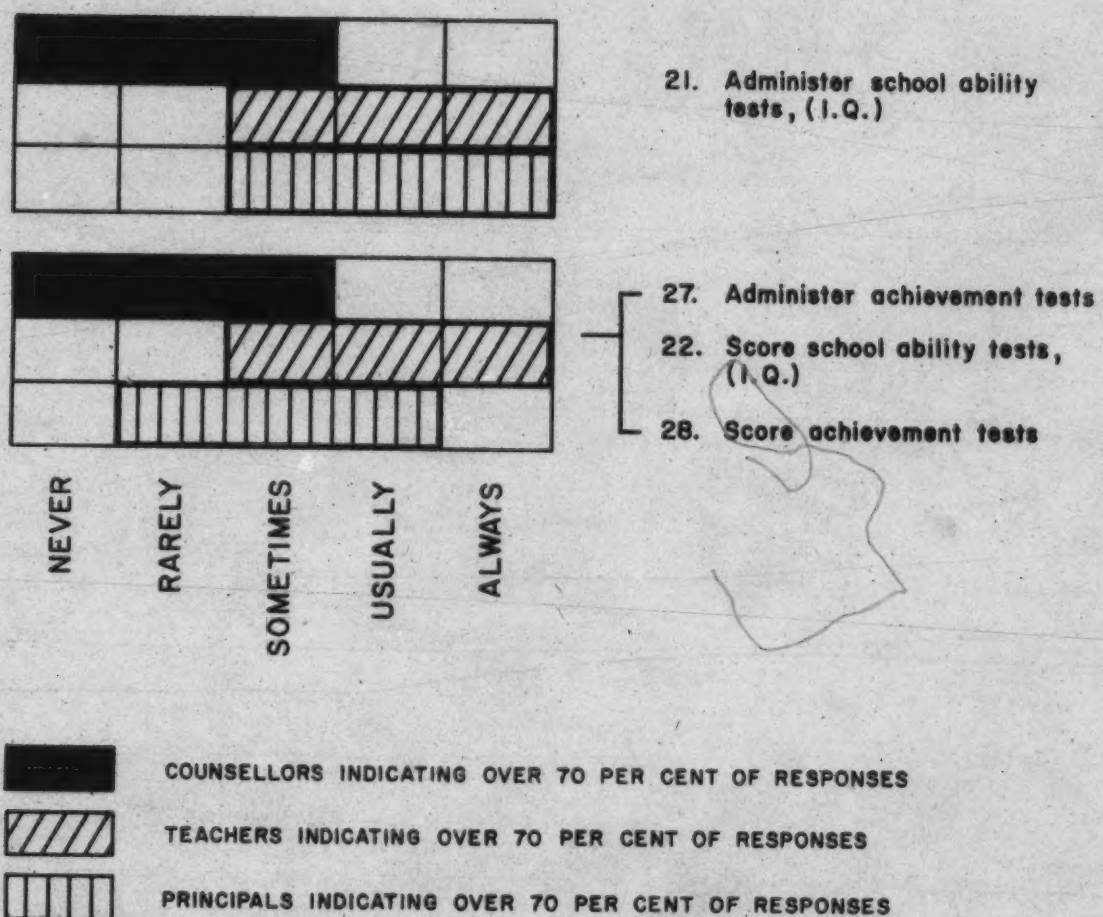

21. Administer school ability tests, (I.Q.)
27. Administer achievement tests
22. Score school ability tests, (I.Q.)
28. Score achievement tests
NEVER
RARELY
SOMETIMES
USUALLY
ALWAYS
COUNSELLORS INDICATING OVER 70 PER CENT OF RESPONSES
TEACHERS INDICATING OVER 70 PER CENT OF RESPONSES
PRINCIPALS INDICATING OVER 70 PER CENT OF RESPONSES

Figure 3. Distribution of Position Responses Where Combined Category Percentages of Response Frequency was Over 70 Per Cent on Selected Testing Service Items

involved in the administration of tests. Counsellors seem generally opposed to these activities. Greene (1967) found that about 90 per cent of the elementary school counsellors in his study were infrequently involved in test administration, scoring and recording of results. The findings on Farrell's (1968) study on elementary school counsellor role were similar to the results on the present study. Yet the expectations of teachers and principals was that counsellors should administer and score tests and record the results in the cumulative folder. In Raines' (1964) study on counsellor role, teachers, principals, counsellor educators and special service personnel all indicated that the counsellor should administer and score tests.

Most guidance authorities consider testing as a relevant elementary school guidance function but little emphasis is placed on counsellor administration and scoring (Muro, 1969; Hill Luckey, 1969). Nelson and Frey (1969) stress the counsellor's coordinating function in the testing service yet they do suggest that the counsellor might, ". . . administer appropriate tests and other assessment techniques on a limited individual and small group basis growing from personal contact (p. 62)."

Probably the most outspoken critic on this testing controversy is Faust (1968b). He states that the elementary school counsellor does not administer tests for the following two reasons:

> First the schools should employ professional persons - psychologists and psychometrists - for test administration. The counselor does not intend to cross these professional lines.
> More importantly, the counselor resists testing in order that he may have sufficient time and energy to realize the larger, more inclusive object of building

a new curriculum learning climate for children (p. 166).

When Farrell (1968) interviewed counsellors, teachers and principals concerning their expectations for elementary school counsellor role behaviour he found that counsellors opposed testing activities because they were considered as being time consuming and also were perceived as the function of the school psychologist. Teachers and principals, on the other hand, felt that the counsellor was trained for testing, was readily available and should therefore administer and score tests.

Theoretically, to test or not to test may be a simple matter but in practice the situation may be more complex and demanding. First, it seems reasonable that the elementary school counsellor, as Faust (1968b) stresses, needs the freedom to channel his energies into developmental activities. Yet it seems that the elementary school counsellor in many communities is the only available specialist capable of performing a diagnostic service. In the present study results indicated that over one-third of the schools served by the counsellors were without social work services and about 16 per cent were without the services of a psychologist. Therefore one would expect the counsellor to be under legitimate pressure to perform diagnostic services.

The results on these testing items are of considerable importance since they represent areas of role conflict. Not only are there directional interposition differences but the counsellors are not doing as expected. The results on counsellor role behaviour indicated that counsellors are infrequently involved in the administration and

scoring of tests or the recording of results in the cumulative folders.

d. Adjustment Service

1. Results

Half of the Adjustment Service items indicated significant interposition differences and two thirds of these differences were due to the intensity of responses.

For the majority of items, intraposition consensus for all positions was high or moderate and expectations were in the positive direction.

Item 67 dealt with the individual conferences for children not achieving well. Item 76 concerned individual counselling and item 78 concerned diagnosis with children presenting learning or emotional difficulties. In each case the differences were due to intensity differences where counsellors made more mandatory responses (Always) compared to the counter-position permission (Usually) responses.

These three items are of particular interest because without these relatively minor intensity differences they could have been included as items indicating Agreement between the positions.

Results on the following items: 70. Schedule and conduct sessions in which the children may express their feelings about matters concerning them; 72. Plan sessions to help the children to better understand and cope with their emotions, and, 73. Schedule individual conferences for all children in which they may discuss matters of concern or interest to them, are best explained by noting that

counsellors' responses were generally distributed across the Usually-Always categories and most counter-position responses varied across Sometimes-Usually-Always.

2. Discussion of Results on Adjustment Service

The results on Adjustment Services seem to provide further evidence that crisis-remedial contacts with individual children are the important and preferred activities of the elementary school counsellor.

e. Services to Staff

1. Results

There were significant interposition differences on 10 of the 17 Services to Staff items. Except for one item (#83) there was little agreement within the positions for counsellor role behaviours. Item 83 concerned help for the teacher on coping with children who present learning or adjustment problems. Teachers and principals, though moderately agreed that this should be done, generally felt that help should be offered only Sometimes or Usually. About 90 per cent of the counsellors judged that help of this nature should be done Usually or Always. Interposition differences on the other items followed a similar trend. For example, on Item 98, "assisting teachers in the development of a unit on social relationships" and Item 99, "Discuss with the teacher the effect of her teaching methods on the child's emotional development," the differences could best be described in terms of the general "shift" in position responses as described below.

For item 98, 88 per cent of the counsellors responded across the Sometimes, Usually, Always response categories. About the same percentage of teacher and principal responses were distributed across the Rarely, Sometimes, Usually categories. Similar results were obtained on Item 99.

2. Discussion of Results on Services to Staff

It seems evident that the predominant pattern in the results is the emphasis on crisis-remedial situations. Assistance for a specific child is preferred over generalized procedures such as staff development, discussions on normal development, implications of teaching methods on the child, etc. It seems that a more thorough discussion on these points will be better suited to the section on Developmental versus Traditional findings.

f. Services to Parents

1. Results

Six of the nine Services to Parents items revealed significant interposition differences. In all but one case (Item 93) the majority of counsellors felt that services to parents should be performed Usually or Always. However, there was considerable variation in the teacher and principal responses. Their responses were usually shifted in the negative direction.

A comparison of two sets of items is revealing. Items 89, 90 and 91 all concerned parent conferences on topics such as, the child with a social-emotional problem, a family problem or the child in need of a special class placement. In each position -

counsellor, teacher, principal - there were strong preferences that these tasks should be done frequently. There were only minor intensity differences between the positions.

However, another set of items (87, 88, 93) revealed more extreme interposition differences. This set of items concerned parent conferences concerning a child's academic progress and also involved group sessions concerning, ". . . children with similar problems . . . (Item 93)." In this case teachers and principals felt that these activities should be performed less often.

2. Discussion of Results of Services to Parents

The results seem to suggest that there is a division of labour between the counsellors' responsibility for social-emotional and special class concerns; whereas the teacher is responsible for the child's academic progress. These findings are consistent with Raines' (1964) results. He discovered that the principals felt that they should report to the parents on the child's academic progress and adjustment. All respondents (teachers, principals, counsellors, counsellor educators, special service personnel) in his study thought the counsellor should have responsibility in the social-emotional area.

The remaining Guidance services will be treated as a unit since there were few interposition differences in each case. The results and discussion have been combined in the following presentation.

g. Information, Planning, Referral, Record and Evaluation and Research Services

There was only one item indicating significant

differences between the positions on Information Services. Item (#49) dealt with developing and teaching a unit on the world of work. There was low intraposition consensus for each position and the greatest difference was between teacher and counsellor. There seemed to be considerable uncertainty concerning expectations on this activity. However, over 60 per cent of the counsellors preferred to be infrequently involved.

There were no significant interposition differences in Planning Service.

Most of the differences between the positions on Referral Service items centered about two response categories - Always and Sometimes. The counsellors frequently chose Always while teachers and principals were more apt to select the Sometimes category. Deviation from this trend was noticed on two items (#59, 60). One referred to referrals to psychologists while the other concerned psychiatric referrals. In each case there were intensity differences between the more permissive counter-position response (Usually) and the counsellors who made mandatory choices like Always.

It seems that the counsellors' referral or coordinating function is considered an important activity by all positions.

Results on Record Services showed that most of the counsellors and principals agreed that keeping the pupil's cumulative record up to date was not a preferred activity. However, a greater proportion of teacher responses were in the positive direction. A majority of the teachers and principals agreed that discussing the

cumulative card contents with the pupils should be done either Sometimes or infrequently. A tendency toward greater negative frequency was evident when discussions involved the whole class.

The conflict between teachers and counsellors on record keeping seems a minor point yet record keeping is a time-consuming task. It seems unreasonable to expect the counsellor who is already confronted with large pupil populations, to perform clerical tasks. Clerical assistance seems to be a suitable solution.

There were significant interposition differences on two of the three Evaluation and Research items. In both cases the differences were between the counsellor and principal. Differences were due mainly to the fact that counsellors felt that these tasks should be done frequently but teachers and principals were uncertain. An interesting result was that all positions agreed that the counsellor should provide leadership in research but not necessarily conduct the research. This could be interpreted as meaning that conducting research would be too time-consuming or possibly the counsellor is not seen as a competent researcher. The writer's viewpoint is that leadership is a viable choice since evaluative or accountability studies should be multi-faceted involving many school personnel.

D. A Brief Summary of Role Analysis

Without going into detail a few general statements will be presented that will attempt to summarize the response patterns of the respondents on expectations for counsellor role.

In many cases, as indicated in the section on intraposition consensus, there was considerable uncertainty on expectations for the

counsellors' role behaviour. Whenever counsellors, teachers and principals had moderate to high intraposition consensus in common, the expectations never differed in direction. The direction was predominantly positive. When this situation existed the differences were often due to intensity variations as shown in Figure 4. This configuration with slight variations appeared quite often in the results.

A greater proportion of responses was noted on the Always category for counsellors and the Usually category for teachers and principals. Quite often the teachers' preferences shifted in the opposite direction from the counsellor-principal expectations (Figure 4b).

The more serious differences seemed to be in the Orientation, Testing and Staff Services. The lack of agreement often involved both counter-positions with noticeable shifts in the direction of expectations.

At the end of this lengthy section on interposition differences it seems crucial that some integration of these results be attempted. Certain patterns emerged in the findings and it seems appropriate that the results be examined with these patterns in mind. The final section, therefore, is an attempt to provide this integration by examining the results from a Traditional versus Developmental viewpoint.

E. A Comparison of Expectations on the Traditional and Developmental Approach to Elementary School Guidance

While it is possible to analyze the results according to the eleven guidance services a further procedure made it possible to compare the interposition expectations on two categories. The categories,

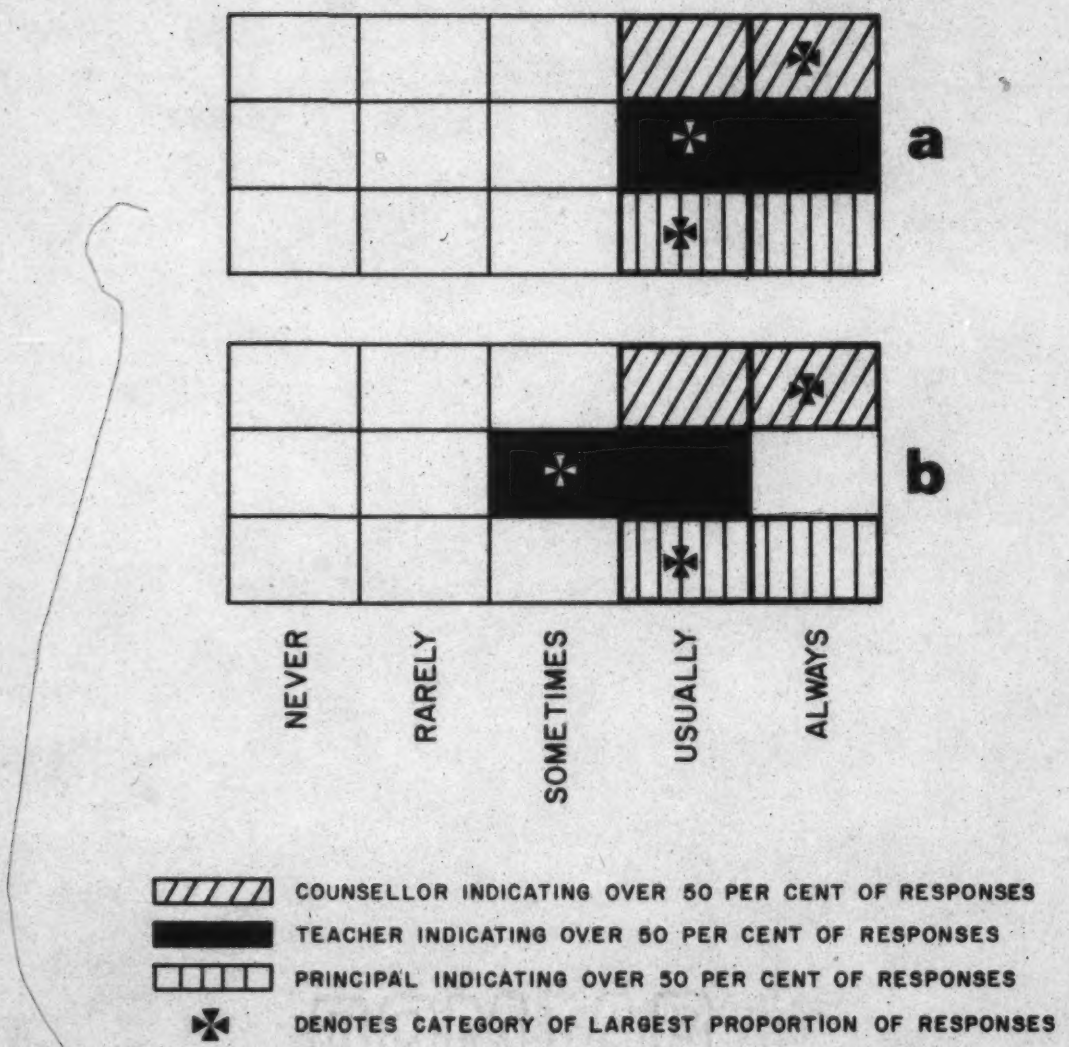


Figure 4. Typical Interposition Response Configurations Indicating Categories With Large Proportion of Responses

as described earlier, were Traditional and Developmental approaches to elementary school guidance. The results are depicted in Figure 5 below.

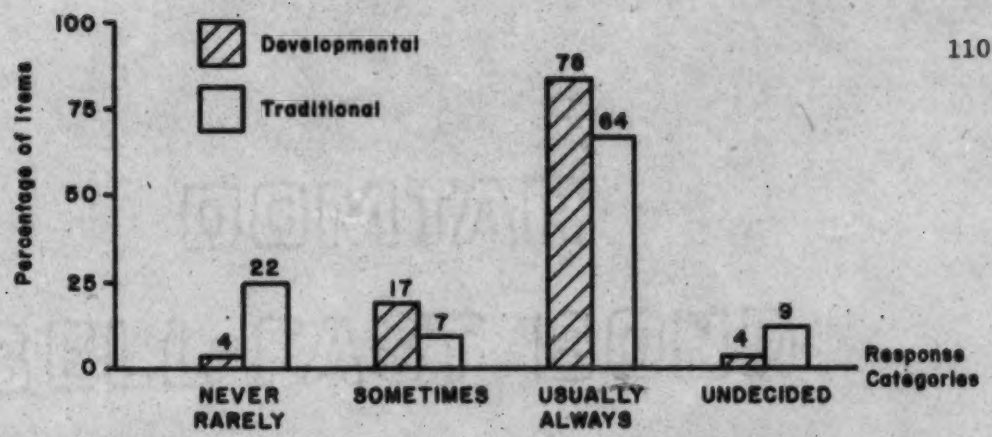
The results indicate the percentage of items where responses were within the four categories. Two of the four were combined categories - Never-Rarely and Usually-Always; and the third was Sometimes. The Undecided category referred to the responses that were distributed equally across the response designations.

Counsellors seemed to feel that they should perform the Developmental activities with greater frequency than did the counterpositions. A majority of the teachers and principals preferred Traditional counsellor activities. When compared with teachers and principals, counsellors seemed more certain of their role conception in the Developmental area. Only four per cent of the items for counsellors were Undecided, yet 22 to 26 of the items for teachers and principals were Undecided on the Developmental approach.

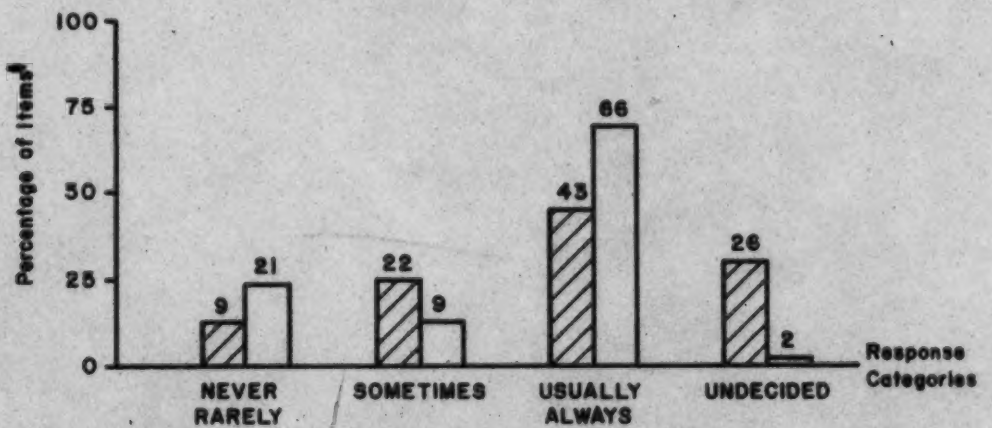
Though there appeared to be some discrepancy between the positions on positive (Usually-Always) expectations for the Developmental and Traditional approach some similarity on negative expectations were evident. For each position about 20 per cent of the Traditional items received negative expectations. Negative expectations on Developmental items varied from 4 per cent for counsellors to 17 per cent for principals.

F. A Comparison of Developmental and Traditional Counsellor Role Behaviour

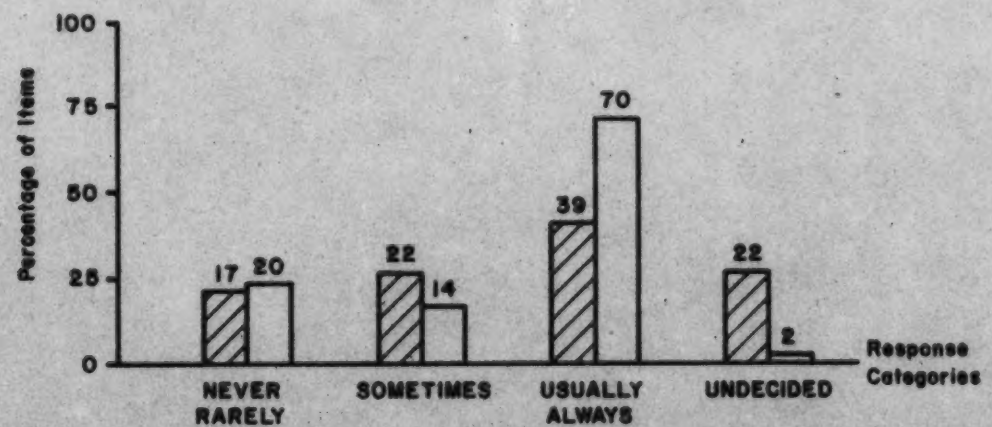
The focus of this final section on results has been on



● Comparison of Counsellor's Role Conception for Developmental and Traditional Approaches to Elementary School Guidance.



● Comparison of Developmental and Traditional Expectations of TEACHERS.



● Comparison of Developmental and Traditional Expectations of PRINCIPALS.

Figure 5. Comparison of Developmental and Traditional Expectations of Counsellors, Teachers and Principals

expectations for counsellor role behaviour. The full scope of the study, however, included not only expectations but also involved status characteristics and counsellor role behaviour. In Figure 6 counsellor role behaviour is presented for Developmental and Traditional approaches to elementary school guidance.

It seems clear that the Developmental activities were infrequently performed. Yet the opposite was the case when counsellor preferences are examined (Figure 5).

G. Discussion of Comparison of Expectations and Role Behaviour on the Traditional and Developmental Approach to Elementary School Guidance

The results of this comparison should be treated with caution since many of the items rated as Developmental achieved low intraposition consensus on expectations by all positions. This was especially noticeable on the teacher and principal responses. Thus a reasonable conclusion is that teachers and principals are uncertain about the importance of the Developmental approach to elementary school guidance. When Traditional approaches are considered teachers and principals were more definite in their responses.

Several reasons may account for the consensus variation on Traditional and Developmental activities. First, elementary school guidance is relatively new whereas secondary school models have been in existence for some time. As mentioned previously there are few elementary school guidance models to choose from and school personnel may therefore have expectations based on the secondary school programs. Judging from the results on counsellor role behaviour the developmental

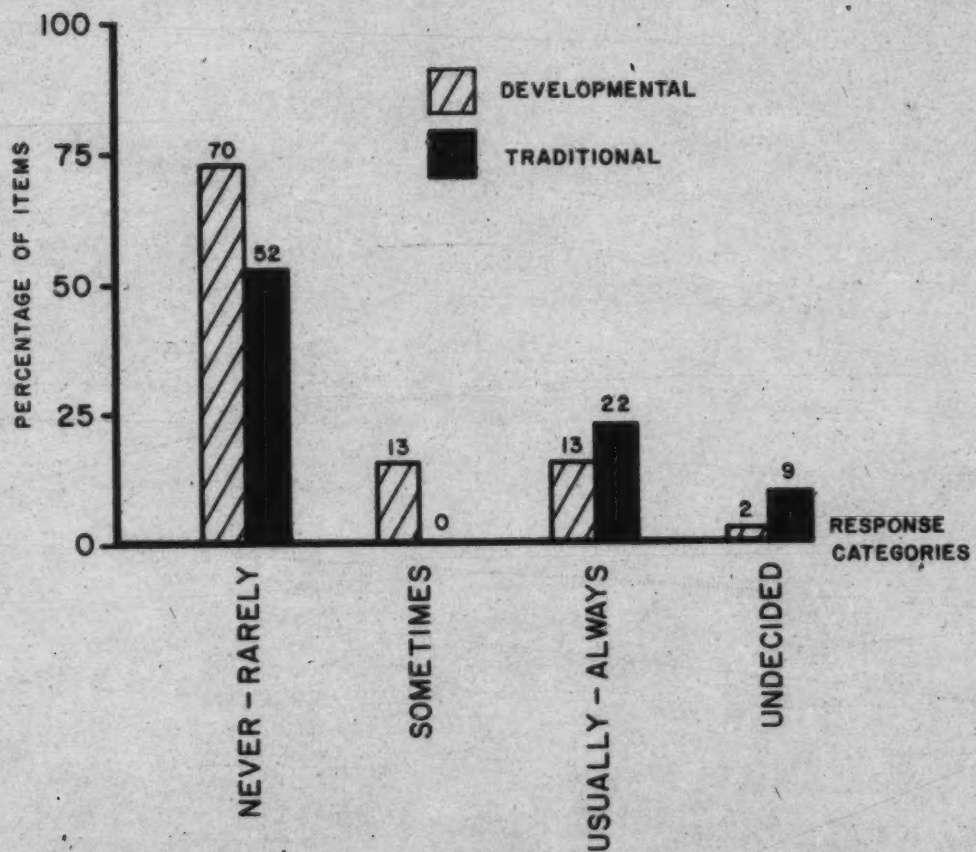


Figure 6. A Comparison of Developmental and Traditional Counsellor Role Behaviour

model is hardly in existence. It would appear that teachers' and principals' expectations have a significant influence on the counsellor's behaviour.

It seems logical therefore to consider influencing the expectations that others might have for counsellor role. For example, Kehas (1966) has indicated that,

> Changes in role expectations (held by others) may well follow new behaviours engaged in by individual incumbents or by a professional group, rather than being necessary pre-conditions to role re-definitions (p. 753).

A well-planned project to inform educators and to provide actual experiences within a Developmental framework may produce the effect that Kehas mentions. Until Developmental programs are devised and extensively implemented their value may remain uncertain. Without special efforts to implement innovative programs and inform educators of alternative procedures elementary school guidance may remain as a "rescue operation." Thus the opportunity to influence the development of all children, not just the deviate, may be lost.

CHAPTER V

CONCLUSION AND IMPLICATIONS

Conclusions and implications are presented under the following three headings: I. The present Situation, II. Agreements among Counsellors, Teachers and Principals on the Role of the Elementary School Counsellor, III. Role Conflict and its Resolution.

I. THE PRESENT SITUATION

A total of 263 elementary school counsellors were identified as functioning in the selected urban areas. When these results are examined in detail it becomes clear that in some urban areas elementary school guidance is practically non-existent. No attempt was made in the present study to determine the proportion of the population without counsellors. Such research would provide a more realistic picture of the extent of elementary school guidance services. Suspicions are that the portion of the population without counsellors would indeed be quite large. It should also be mentioned that the study is limited in a "National" sense due to the lack of representation of some provinces.

An important limitation of the present study was the confusion surrounding the term elementary school counsellor. In some urban areas, senior school administrators excluded some specialists from the study because they were visiting teachers, consultants, adjustment counsellors, special counsellors and so on. Further reasearch is required to discover what these variously termed specialists do. In effect, extensive studies are needed to investigate how children's needs are

being met no matter what the name of the specialist involved.

The elementary school counsellor in the present study was involved primarily in counselling, consulting and coordinating activities. Testing was not a usual activity nor was staff development or group work. The focus of the counsellor's energy was on individual contacts concerning children with learning or emotional difficulties.

The typical elementary school counsellor in the study had some limited guidance preparation, had at least two years of experience, usually in the elementary school and had belonged to a local or provincial guidance association.

The focus of the present study was on the total group of respondents. Perhaps further research is required to investigate the idiographic nature of the counsellor's role behaviour. For example, counsellor training, experience, counsellor-pupil ratio, extent of ancillary services, etc., should be considered as dependent variables that might indicate various role behaviour differences.

II. AGREEMENTS AMONG COUNSELLORS, TEACHERS, AND PRINCIPALS ON THE ROLE OF THE ELEMENTARY SCHOOL COUNSELLOR

Differences and uncertainties for counsellor role were evident but the positions did seem to agree on a number of activities. Some of the areas of agreement were, educational and vocational guidance, counselling, diagnosis and coordination tasks for children presenting learning or emotional difficulties.

III. ROLE CONFLICT AND ITS RESOLUTION

Agreements between the positions represented a minor portion of items. A source of role conflict was the interposition differences on more than one half of the Opinionnaire items. Over one-third of these items revealed directional differences that may be interpreted as examples of more serious types of role conflict. Considerable uncertainty about preferred activities was also revealed. This was especially noticeable on teacher and principal expectations for activities representing the Developmental approach. The elementary school counsellor is thus faced with a position for which there are many uncertain and conflicting expectations.

Under conditions of role conflict Getzels and Guba (1954) suggested that to resolve the conflict the incumbent may either, " . . . abandon one role and cling to the other, . . . attempt some compromise between the roles, or he may withdraw either physically or psychologically from the roles altogether (p. 165)." It would appear that counsellors have resolved some conflict by abandoning many of their preferences. A notable exception concerns the administration and scoring of ability and achievement tests. Counter positions prefer these activities but counsellors do not and it seems that they infrequently perform such tasks. How this conflict is accommodated and what influence it bears seems a worthwhile area for further research.

Since conflicting and contradictory expectations are a source of difficulty for the counsellor some guidance authorities (Shertzer and Stone, 1963; Stone and Shertzer, 1963; Boy, 1972) have stressed the

need to change the public's expectations through extensive role definition activities and information programs. Boy (1972) feels that,

> As long as the role of the elementary school counselor remains in a nebulous state, then various kinds of pressures will be mounted upon the elementary school counselor to define his role according to the educational needs perceived by particular groups (p. 167).

Shertzer and Stone (1963) state that, ". . . a basic responsibility of any professional is to re-direct people's attitudes toward his role and to cultivate public understanding and support (p. 601)." Considering this view, counsellors need to determine their role priorities. Concerning the setting of priorities, Boy (1972) says that the counsellor, "need not feel guilty about those activities that become secondary especially if he realizes that he cannot be all things to all of the various interest groups who surround him . . . (p. 168)." But it seems that the counsellors in the present study wanted to be more active in almost all areas. Counsellors indicated that they should frequently perform the crisis-remedial functions but they also indicated a desire to do more in the Developmental area. Distinct priorities were not evident.

Changing elementary school counsellor roles may be the challenge for counsellor educators. Counsellors in training should come to grips with the role definition problem and at least be prepared for the conflict and ambiguity that exists in the field. Counsellor training may include experiences that would assist the counsellor to clearly articulate his role. It would also seem beneficial for counsellor educators and their students to be more actively involved in teacher

training programs. In this way teachers may become aware of elementary school guidance models instead of the ones they remember from their experience as students in the secondary school.

Researchers may direct their efforts at assessing the effect of the interventions of guidance personnel on the guidance expectations of student teachers. Further experimental research could assess the effect that innovative guidance programs have on the expectations of school personnel. Researchers may conduct field studies to examine the reasons for role conflict in the school with the aim of discovering various means of resolving role conflict.

This study began with a statement by McNassor (1967) about pressures on today's children. After much lengthy discussion about guidance activities, inter and intraposition consensus, role conflict and so forth, the object of our total effort - assistance for each child - seems lost. It seems fitting that a quotation from McNassor (1967) should conclude this study by providing an over-arching idea that may assist the development of elementary school counsellor role priorities. McNassor (1967) suggests that the counsellor is in the school,

> . . . to help make it possible for some children to become what never was intended for them. He is there to help assure that all the children develop the spirit along with the brain. He is there as a new professional working with teachers and parents to help children meet contemporary challenges without losing too much sleep (p. 86).

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APPENDICES

APPENDIX A

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

LETTER OF INTRODUCTION TO SCHOOL SYSTEM SUPERINTENDENTS

We are conducting a study of guidance and counselling in the elementary schools of Canadian metropolitan centers. The specific focus is on present and preferred roles of elementary school guidance workers as perceived by teachers, principals and the guidance workers themselves.

The purpose of this letter is to request your permission to conduct the study in your school system. The procedure will consist of a questionnaire to be completed by all guidance counsellors who work in the elementary schools. In addition, one teacher and the principal from one of the schools served by the counsellor will complete the questionnaire. We estimate that the questionnaire will require about 15-20 minutes of the teachers' and principals' time and about 30-45 minutes of the counsellors' time. The format of the questionnaire is concise and the material presented will be directly related to elementary guidance functions relevant to principals, teachers and the counsellor.

We feel that this study will make a valuable contribution to the field and will be particularly useful to leaders who are concerned with the administration and development of elementary school guidance programs in the nation's schools. We shall be pleased to share the results of the complete study with your school board.

For the purposes of this study, an elementary school guidance counsellor has been defined as,

> ...the professional whose major function is guidance and counselling...excluding those persons whose major duties fall in the category of social work, attendance, health, psychological services. The worker may be part-time but with a specific assignment to a guidance function in the elementary school.

Two additional letters have been enclosed. One is a letter of response which we hope you will complete and return at your earliest convenience. The second is meant for your Director of Pupil Personnel Services. Should you agree to our request to conduct this study in your school system we would kindly ask you to forward this letter of introduction to him.

Upon favorable reply we will make direct contact with your Director of Pupil Personnel Services who we hope will distribute the materials to the guidance counsellors, principals, and teachers. Of course, all responses will be considered confidential.

We look forward to hearing from you. A return envelope is included for your convenience.

Yours truly,

H.W. Zingle, Ph.D.
Professor and Coordinator
Faculty of Education Clinical Services

D.F. Merchant
Graduate Student

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

LETTER OF INTRODUCTION TO SCHOOL SYSTEM GUIDANCE DIRECTORS

We are conducting a study of guidance and counselling in the elementary schools of Canadian metropolitan centers. The specific focus is on the present and preferred roles of elementary school guidance workers as perceived by teachers, principals and the guidance workers themselves.

This letter is meant to introduce the study and request your cooperation in distributing the questionnaires to respondents in the schools. The procedures will consist of a questionnaire to be completed by all guidance personnel in the elementary schools. In addition, one teacher and the principal from one of the schools served by the counsellor will complete the questionnaire. Specific details as to the choice of the school and the teacher will be forwarded later as this letter is simply meant to introduce the study. We estimate that the questionnaire will require about 15-20 minutes of the teachers' and principals' time and about 30-45 minutes of the counsellors' time. The format of the questionnaire is concise and the material presented will be directly related to elementary guidance functions relevant to principals, teachers and the counsellor.

We feel that this study will make a valuable contribution to the field and will be particularly useful to leaders who are concerned with the administration and development of elementary school guidance programs in the nation's schools. We shall be pleased to share the results of the study with your school board.

For the purpose of this study, an elementary school guidance counsellor has been defined as,

> ...the professional whose major function is guidance and counselling...excluding those persons whose major duties fall in the category of social work, attendance, health, psychological services. The worker may be part-time but with a specific assignment to a guidance function in the elementary school.

Your cooperation and assistance in conducting this study is sincerely appreciated. We will soon forward the necessary detailed instructions and questionnaires for distribution and completion.

We will be pleased to hear from you if you have any questions.

Yours truly,

H.W. Zingle, Ph.D.
Professor and Coordinator
Faculty of Education
Clinical Services

D.F. Merchant
Graduate Student

LETTER TO SCHOOL SYSTEM SUPERINTENDENT TO INDICATE PERMISSION TO CONDUCT THE STUDY AND NUMBER OF COUNSELLORS

Mr. David F. Merchant
Graduate Student
Department of Educational Psychology
University of Alberta
Edmonton, Alberta.

Dear Mr. Merchant:

Concerning the study on elementary school guidance, permission to conduct the study in our school system is

[ ] granted.

[ ] NOT granted.

The name and address of the senior guidance administrator is,

_____

_____

_____

_____

The total number of guidance personnel who work in the elementary schools is

_____.

Yours truly,

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5246

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

LETTER REQUESTING ASSISTANCE FROM DEPUTY MINISTER OF EDUCATION FOR THE IDENTIFICATION OF SCHOOL SYSTEMS IN URBAN AREAS

Dear Sir:

We are conducting an extensive study of guidance and counselling in the elementary schools of Canadian urban areas. This study will reveal the present status of guidance programs and clarify the role of the elementary school guidance counsellor.

The focus is on school systems in the large urban areas in Canada. The purpose of this letter is to request your assistance in determining which school systems should be included in the study. We would be pleased to know if the following school systems should be included in a study of guidance services in Winnipeg.

Seven Oaks District
St. James-Assiniboia
St. Boniface
Transcona
Fort Garry
Winnipeg Division No. 1
Norwood
St. Vital

If we have omitted any we would be pleased to have the name and address of the school system.

Your assistance in this research is sincerely appreciated.

Yours truly,

H.W. Zingle, Ph.D.
Professor and Coordinator
Faculty of Education
Clinical Services

David F. Merchant
Graduate Student.

SAMPLE RESPONSE TO LETTER REQUESTING ASSISTANCE IN IDENTIFYING SCHOOL SYSTEMS

OCT 3 1972

MANITOBA

DEPUTY MINISTER OF EDUCATION
WINNIPEG
R3C 0V8

September 26, 1972

Dr. H. W. Zingle
Professor and Coordinator
Faculty of Education Clinical Services
University of Alberta
Edmonton 7, Alta.

Dear Dr. Zingle:

In reply to your recent enquiry, may I add to your list of Winnipeg School Divisions:-

River East School Division
589 Roch Street
Winnipeg, Man.
R2K 2P7

and

Assiniboine South School Division
105 - 1700 Portage Avenue
Winnipeg, Man.
R3J OE1

Yours sincerely,

W. C. Lorimer

WCL:de
c.c. Mr. J. Dragan

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

FIRST FOLLOW UP LETTER TO SCHOOL SYSTEM SUPERINTENDENTS

About two weeks ago we mailed you a letter which requested permission to conduct a survey of elementary school guidance in your school system. Since we have not received a reply, we are wondering if it was misplaced or misdirected. Or perhaps in the rush of other important matters the letter was put aside for awhile. This is understandable as we know that a person in your position has many demands on his time.

As indicated in our previous letter we feel that the study will be of particular value to educators concerned with the development of the whole child. If the study is to reflect the nation-wide nature of elementary school guidance we need information describing your program.

We sincerely hope that you will assist us in this important study by completing the enclosed permission form and forwarding it to us at your earliest convenience.

We have enclosed a copy of the letter and permission form in case the original letters have been misdirected or misplaced.

We look forward to hearing from you soon.

Yours truly,

J.K. Bishop PhD
Associate Professor

D.F. Merchant
Graduate Student

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

SECOND FOLLOW UP LETTER TO SCHOOL SUPERINTENDENTS

A few weeks ago we mailed a follow-up letter to you concerning our national study of guidance in the elementary school. Since we have not heard from you it is possible that our letters have been misdirected or overlooked. We realize how busy educators are and that many similar research demands are made of your personnel. However, we feel that the study should not be too burdensome as it involves only a few educators who respond to a brief questionnaire. We are anxious to have all school systems of major Canadian cities represented and we hope that your educators will be able to participate in the study.

If you do not have any guidance counsellors functioning at the elementary school level we would be pleased to have this information so that we may have an accurate picture of the status of elementary school guidance across the country.

If consent is given to conduct the study we would be pleased to know how many guidance counsellors are involved in the elementary school and the name of the senior guidance administrator so that we may return to him the appropriate number of questionnaires.

We look forward to hearing from you soon.

Sincerely,

J.K. Bishop, Ph.D
Associate Professor

D.F. Merchant
Graduate Student.

APPENDIX B

INSTRUCTIONS FOR THE GUIDANCE DIRECTOR FOR THE DISTRIBUTION OF MATERIALS

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Guidance Director:

We are pleased that your school system will be a part of our study of elementary school guidance in Canadian urban areas.

Your assistance in facilitating this study is sincerely appreciated. As mentioned in our letter of introduction, we feel that the study will make a valuable contribution to the field. Though many different groups may find the results of value we feel that guidance leaders, such as yourself, will profit greatly from this national study. We have plans to share the results with you, of course..

Your assistance in facilitating the study involves the following procedures:

We have enclosed an envelope for each school that will take part in the study. Questionnaires for the counsellor, the principal and one teacher are enclosed in each envelope, complete with instructions (A sample has been provided for you).

The choice of the school is to be made as follows:

> Though a counsellor may serve in many schools we only want to conduct the study in <u>one</u> of his or her schools. The choice of the school is made by arranging the names of the counsellor's elementary schools alphabetically and choosing that elementary school that comes first in the alphabet.

Example: The counsellor serves in,

Briardale School
Cedarbrook School
Rossdale School
Thornhill School

Therefore, Briardale School would be included in the study representing <u>one</u> counsellor. Where there are several counsellors in the school system the same school selection procedure should be followed. That is, for each counsellor, the school that he serves which comes first in an alphabetical list should be included in the study.

Once the school choice has been made please forward the School Envelope to the principal. A covering letter to the principal explains the study and provides directions on the choice of the teacher to respond to the questionnaire. We hope that this procedure, with a possible informal introductory comment by you, will be a reasonable and effective procedure. We are requesting that the principal choose the teacher according to a specific alphabetical position on the staff list (mid-point).

Once the questionnaires have been completed we have requested that they be returned directly to us. Stamped addressed envelopes have been included for this purpose.

We realize the task involved for each guidance director by requesting such assistance. We feel that the director's interest and involvement will assure a representative response from the respondents. However due to the tremendous demands upon your time we would understand if you felt this assistance to be too burdensome. If so, we would make all of the arrangements if we could have the names and addresses of each of the counsellors' schools. We would then make direct contact with each counsellor.

Of course we hope that you will assist as we have outlined so that this study may be effectively completed. We look forward to the contribution that your school system will make to this study and to the sharing of the results with you.

We sincerely appreciate your assistance in facilitating this study. If you have any questions please contact us. We hope to receive the completed materials from your school system soon.

Yours truly,

J.K. Bishop, PhD
Associate Professor

D.F. Merchant
Graduate Student

INSTRUCTIONS FOR PRINCIPAL FOR THE DISTRIBUTION OF MATERIALS

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Principal:

We are conducting an extensive study of guidance and counselling in the elementary schools of Canadian urban areas. The study will reveal the status of elementary school guidance and indicate the needs and expectations of teachers, counsellors and principals for such programs. Permission to conduct the study in your school system has been granted by your senior school administrator.

To facilitate this study we would appreciate having your assistance by distributing the enclosed materials. The envelope contains three separate questionnaire booklets. One for you, one for your counsellor and one for a teacher to be selected as follows:

> From an alphabetical list of staff members please choose the teacher whose name is at the mid-point of the list. Where an even number of teachers occurs the name immediately following the mid-point should be chosen.

We would appreciate having the booklets forwarded to that teacher and to the counsellor for completion. The completed questionnaires may be returned directly to us. Of course, all responses will be considered confidential.

Your assistance in facilitating and participating in this study is sincerely appreciated. We realize how busy principals are and we hope that this task will not be too burdensome.

Yours truly,

J.K. Bishop

J.K. Bishop, PhD
Associate Professor

D.F. Merchant

D.F. Merchant
Graduate Student

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

QUESTIONNAIRE BOOKLET

FOR COUNSELLOR

Please return answer sheets to,

Mr. David F. Merchant
Department of Educational Psychology
Faculty of Education
The University of Alberta
Edmonton, Alberta

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Counsellor:

We are conducting an extensive study of guidance and counselling in the elementary schools of Canadian urban areas. This study will reveal the current status of guidance programs and clarify the role of the elementary school guidance counsellor. We feel that the study will make a valuable contribution to the field and will be particularly useful to those who are presently concerned with the development and implementation of elementary school guidance.

Our survey includes counsellors, teachers and principals. The focal point, and most crucial respondent in the study is the counsellor. We believe that the guidance counsellor should be given the opportunity to influence directly any guidelines for future development. Therefore, we are requesting your participation in this most important task by responding to this four-part questionnaire.

Guidance counsellors are committed to a busy and demanding schedule. Consequently we have tried to limit the extent of the responses. We estimate that the questionnaire will require about 30-45 minutes of your time. The responses are primarily check marks or the blackening of spaces on answer sheets.

Guidance counsellors no doubt share our concern for the direction of the profession at this crucial stage of development. Your participation in this study will assist in plotting a course for the future direction of elementary school guidance in Canada.

A summary of the results of the study will be made available to you. Of course, all responses will be considered confidential.

All responses should be made on the enclosed answer sheets. Once completed all six (6) answer sheets are to be placed in the enclosed envelope, sealed, and then returned directly to us. Except for Part II, this booklet need not be returned.

We would appreciate receiving these results as soon as possible. Thank you for your cooperation.

Yours truly,

J.K. Bishop, PhD
Associate Professor

D.F. Merchant
Graduate Student

DIRECTIONS

The questionnaire is in three parts. Please complete the parts in sequence as they appear in the booklet. Please use a pencil to indicate your responses.

PART I

The purpose of this part of the questionnaire is to elicit your responses describing how frequently you DO perform various functions we have described.

For each item on the Guidance Services Opinionnaire make your response on the enclosed answer sheet. Be sure that you are using the PART I answer sheet. Read the item, then decide how frequently you DO perform the function by placing a pencil mark between the dotted lines according to the following possible responses.

N- NEVER - meaning: at no time, not ever, or on no occasion DO I perform this function.

R- RARELY - meaning: seldom, very infrequently, or hardly ever DO I perform this function.

S- SOMETIMES - meaning: about half of the time I DO and about half of the time I DO not perform this function.

U- USUALLY - meaning: frequently, most often, or ordinarily I DO perform this function.

A- ALWAYS - meaning: at all times, DO I perform this function.

Example: (If your response is ALWAYS)

1.

Remember you are to make your choices on the answer sheet (Part I) and in terms of the degree to which you DO perform the function. Be sure to make only one response for each item on the opinionnaire.

GUIDANCE SERVICES OPINIONNAIRE

USE SEPARATE ANSWER SHEET

1. At the beginning of the school year have an individual conference with each child new to the school. [O]

2. Have an individual conference with each new child transferring into the school during the year. [O]

3. Take pupils new to the school on a tour of the school plant. [O]

4. In the spring prepare pupils for the next higher grade or school by group discussion and visits. [O]

5. In the fall conduct class discussions on school purposes, rules, facilities, and staff members. [O]

6. Arrange "get acquainted" activities for pupils. [O]

7. Meet with parent groups to acquaint them with the various aspects of the school program. [O]

8. Plan and coordinate the school orientation program. [O]

9. Provide inservice education for the staff regarding orientation services. [St]

10. Conduct case studies of pupils presenting special learning or adjustment problems. [A]

11. Administer sociometric inventories to get additional peer adjustment information. [A]

12. Summarize and interpret the sociogram results and develop plans to facilitate peer adjustment. [A]

13. Discuss the sociometric findings with the class in general terms without identifying any child. [A]

14. Provide individual conferences for those children who wish to discuss the sociometric results and peer relationships. [A]

15. Admininster personnel data blanks, autobiographies, or completion sentences as student appraisal devices. [A]

16. Periodically make observations and write anecdotal records on pupils selected for study. [A]

17. Conduct an inservice education program for the staff in the area of pupil appraisal. [St]

18. Visit the home of pupils presenting special problems. [A]

19. Make a visit to each childs home once during the year to better understand his total environment. [A]

20. Involve pupils in self-appraisal activities so that they may better know their own strong and weak points. [A]

21. Administer school ability tests. (I.Q.). [T]

22. Score school ability tests. [T]

23. Discuss with the class the meaning of school ability test results. [T]

24. Interpret to each individual pupil his school ability test results. [T]

25. Discuss with groups of parents the meaning of school ability test results. [T]

26. Interpret to individual parents their child's school ability test results. [T]

27. Administer achievement tests. [T]

28. Score achievement tests. [T]

29. Discuss with the class the meaning of achievement test results. [T]

30. Interpret to each individual pupil his achievement test results. [T]

31. Discuss with groups of parents the meaning of achievement test results. [T]

32. Interpret to individual parents their child's achievement test results. [T]

33. Analyzing the instructional implications of the ability and achievemnet test results. [T]

34. Record the test results in the cumulative folder. [T]

35. Use the group test results for diagnostic purposes (identifying pupils who are not working up to ability, ones who may need enrichment or special help, ones who cannot do grade level work). [T]

36. Coordinate and plan the testing program of the school. [T]

37. Conduct inservice education for staff regarding the standardized testing program. [St]

38. Test new pupils transferring to the school without adequate ability and achievement test results. [T]

39. Keep each pupil's cumulative record up to date. [R]

40. Analyze cumulative record information to better understand the child. [R]

41. Discuss with the class the purposes and contents of cumulative records. [R]

42. Discuss individually with a child the contents of his cumulative record except that material which is confidential. [R]

43. Discuss with parents their child's cumulative record except for the confidental material. [R]

44. Conduct inservice education for staff regarding the effective use of school records. [St]

45. Evaluate instructional materials regarding the picture they give children concerning the world of work. [I]

46. Find supplementary reading materials and films which will broaden children's perspective of the world of work. [I]

47. Plan activities (discussions, field trips.) to stimulate interest in the world of work. [I]

48. Help children develop the attitude that all honest occupations are worthy of respect. [I]

49. Develop and teach a unit on the world of work. [I]

50. Teach children methods for effective studying. [I]

51. Develop and teach a unit on how to study. [I]

52. Obtain and show guidance films and discuss them with the class. [I]

53. Discuss with class groups their future educational plans. [P]

54. Discuss with class groups their future vocational plans. [P]

55. Develop a self-appraisal unit which pupils could complete prior to talking about their future goals. [P]

56. Provide individual conferences in which pupils might discuss their future goals and plans. [P]

57. Identify and refer children to the school nurse. [Rf]

58. Identify and refer children to the speech therapist. [Rf]

59. Identify and refer children to the school psychologist. [Rf]

60. Identify and refer children for psychiatric help. [Rf]

61. Identify and refer children to community agencies. [Rf]

62. Recommend children to be screened for special classes for the gifted or slow learners. [Rf]

63. Screen children for special classes by individual testing (Stanford Binet,etc.). [Rf]

64. Discuss referral sources and procedures with the staff. [St]

65. Help children who are not doing well to develop effective subject matter skills. [Aj]

66. Provide remedial help for children who have fallen behind in reading or mathematics. [Aj]

67. Have an individual conference with each child who is not achieving well in school. [Aj]

68. Meet with small groups of children on a regular basis who present attendance, behaviour, or learning problems. [Aj]

69. Develop and teach units on social and emotional adjustment. [Aj]

70. Schedule and conduct class sessions in which the children may express their feelings about matters concerning them. [Aj]

71. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in [Aj] groups.

72. Plan sessions to help the children to better understand and cope with their emotions. [Aj]

73. Schedule individual conferences for all children in which they may discuss matters of concern or interest to them. [Aj]

74. Develop a mental health unit in which children discuss or write about their fears, their angers, and their problems. [Aj]

75. Conduct an inservice education program for staff members regarding mental health in the classroom. [St]

76. Provide individual counselling on a continuing basis for those children presenting learning or adjustment difficulties. [Aj]

77. Assist in parent-teacher conferences. [St]

78. Do diagnostic work with children presenting problems. [Aj]

79. Provide the teacher with suggestions for more effective teaching techniques. [St]

80. Obtain guidance materials and films for the teacher. [St]

81. Assist the teacher in the appraisal of pupils. [St]

82. Provide counselling for teachers who have problems. [St]

83. Help the teacher cope with children who present learning or adjustment problems. [St]

84. Make recommendations for curriculum change. [St]

85. Conduct group sessions in which staff members may discuss their concerns. [St]

86. Conduct parent conferences to better acquaint them with the school and to develop a good home school relationship. [Pa]

87. Conduct parent conferences to discuss the academic progress and adjustment of the child in school. [Pa]

88. Conduct parent conferences to discuss the child who is having academic difficulties. [Pa]

89. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school. [Pa]

90. Conduct parent conferences to discuss the home or family problem. which is affecting the child's school adjustment. [Pa]

91. Conduct parent conferences to discuss a child's needing help in terms of a special class or agency referral. [Pa]

92. Provide counselling for parents who wish it if the family problem is affecting the child's school adjustment. [Pa]

93. Meet with small groups of parents on a regular basis when they have children with similiar problems and the parents wish help. [Pa]

94. Provide leadership in evaluating guidance services. [ER]

95. Conduct research regarding guidance services. [ER]

96 Conduct research that attempts to evaluate the guidance services. [ER]

97. Lead teacher discussion groups about normal, expected developmental behaviour of children. [St]

98. Assist teachers in the development of a unit on social relationships. [St]

99. Discuss with a teacher the effect of her teaching methods on the child's emotional development. [St]

100. Lead parent discussion groups about normal, expected developmental behaviour of children. [Pa]

LEGEND FOR SERVICES

O - Orientation
A - Appraisal
T - Testing
R - Record
I - Information
P - Planning
Rf - Referral
Aj - Adjustment
St - Staff
Pa - Parents
ER - Evaluation and Research

PART II

DIRECTIONS

Please complete the Counsellor Data Blank which follows. Most of this questionnaire simply requires a check mark. If the responses that we have chosen do not apply in your case please feel free to make comments.

As each sheet is completed, detach from the booklet. Once complete, insert each sheet into the return envelope along with the PART I answer sheet.

COUNSELLOR DATA BLANK

Directions: Please indicate your response by placing a check mark in the appropriate blank.

(Note: Figures in brackets show percent. Unbracketed figures show frequency)

1. Sex?

95 (58.6) 67 (41.4)
M ___ F ___

2. Age?

Less than 25	25-34	35-44	45-54	Over 55
3 (1.9)	68 (42.0)	50 (30.9)	31 (19.1)	10 (6.2)

3. What range of grades do you serve?

K or 1 through 6,7 or 8	K or 1 through 11, 12 or 13	Other (Specify)
99 (61.1)	12 (7.4)	51 (31.5)

4. In what professional capacity are you presently serving? (Please check the appropriate percentage of time spent in the role shown)

Professional Capacity	Percentage of Time Spent				
	100	80-99	60-79	40-59	Below 40
Elementary counsellor	92	17	8	26	19
Secondary counsellor	-	4	6	13	12
Teacher	-	4	1	10	21
Administrator.	-	2	-	5	6
Other (Specify)	-	-	3	-	3

5. How many elementary schools do you regularly serve?

(66.7) (10.5) (1.9) (0.6) 5 or (19.8)
1 108 2 17 3 3 4 1 more 32

6. (If applicable) How many secondary schools do you regularly serve?

(18.6) 2 or (6.8)
1 30 more 11

7. What is the total enrollment in the elementary school(s) you serve?

0 to 249	250 to 749	750 to 999	1000 to 1499	1500 or more
(5.6) 9	(47.5) 77	(15.4) 25	(9.8) 16	(21.8) 34

8. (If applicable) What is the total enrollment in the secondary school(s) you serve?

0 to 249	250 to 749	750 to 999	1000 to 1499	1500 or more
(5.7) 9	(9.9) 16	(3.1) 5	(1.2) 2	(4.9) 8

9. How many years, including this year, has a guidance counsellor served your *elementary* school?

1	2-3	4-6	7 or more
(11.7) 19	(32.2) 52	(35.8) 58	(16.8) 27

10. How much of the time are these pupil personnel workers regularly serving in your *elementary* school?

	Full time	Part time	None
a. social worker	6 (3.7)	77 (47.5)	79 (48.8)
b. psychologist	3 (1.9)	133 (82.1)	26 (16)
c. psychometrist	1 (0.62)	75 (46.3)	86 (53.1)
d. remedial teacher	32 (19.8)	87 (53.7)	43 (26.5)
e. speech therapist	5 (3.1)	112 (69.1)	45 (27.8)
f. other _____ (Please specify) _____	5 (3.1)	48 (29.6)	109 (67.3)

11. How many years have you served in the present position?

1	2-3	4-6	7 or more
(22.2) 36	(47.5) 77	(24.1) 39	(6.2) 10

12. (If applicable) How many years have you served as an elementary teacher?

None	1	2-3	4-6	7 or more
(15.4) 25	(2.5) 4	(10.5) 17	(13.6) 22	(58.0) 94

13. (If applicable) How many years have you served as a secondary teacher?

None	1	2-3	4-6	7 or more
(73.5) 119	(1.2) 2	(6.2) 10	(7.4) 12	(11.7) 19

14. (If applicable) How many years have you served as an administrator?

None	1	2-3	4-6	7 or more
(84.0) 136	(1.9) 3	(2.5) 4	(8.0) 13	(3.7) 6

15. Professional Preparation (Please Specify)

	Degree/Diploma	Institute	Date
Undergraduate degree	125 (76.5)		
Guidance Diploma or Certificate	100 (61.7)		
Graduate degree	52 (33)		

16. Which of the following associations are you a member?

Canadian Guidance and Counselling Association	Provincial or local guidance assoc.	Other (Specify)
36 (22.2)	117 (72.2)	31 (19.1)

17. Which of the following areas have you had (earned credit) or are presently studying?

128(79)Principles of guidance

76(46)Occupational information

120(74)Group guidance

61(38)Administration of guidance services

121(75)Statistics

63(39)Pupil appraisal

96(59)Group dynamics

72(44)Individual testing (WISC/Binet,etc.)

35(21)School administration

145(90)General psychology

107(66)Adolescent psychology

62(38)Psychology of exceptional children

86(53)Psych. of personality

22(14)Clinical psychology

100(62)Child psychology

139(86)Counselling theory

97(60)Educational measurement

109(67)Supervised practicuum

94(58)Group tests in guidance

57(35)Community resources

67(41)Mental hygiene

69(42)Human relations

37(23)Remedial reading

66(41)Human development

21(13)Supervised internship

61(38)Abnormal psychology

30(18)Psychology of gifted children

82(51)Psych. of learning

112(69)Educational psychology

22(14)Thesis

18. What other courses have been helpful to you in your work in the elementary school? (Please specify)

_____

_____

_____

_____

PART III

The purpose of this part of the questionnaire is to elicit your responses describing how frequently you judge you SHOULD perform various functions we have described. We want to learn about the functions elementary school counsellors judge they SHOULD perform.

For this part you will respond to the same items on the Guidance Services Opinionnaire that formed PART I, except that you will now be responding in terms of how you judge you SHOULD perform the functions.

Therefore, assuming that the situation or occasion arises when the function could be performed, and futther assuming that the counsellor has any degree of preparation, experience, time, and/or freedom (from the staff or administration) that may be required to perform the function, please indicate your response on the answer sheet by placing a pencil mark between the dotted lines according to the following possible responses:

N- NEVER - meaning: at no time, not ever, or on no occasion SHOULD the counsellor perform this function.

R- RARELY - meaning: seldom, very infrequently, or hardly ever SHOULD the counsellor perform this function.

S- SOMETIMES - meaning: about half of the time the counsellor SHOULD and about half the time the counsellor SHOULD not perform this function.

U- USUALLY - meaning: frequently, most often, or ordinarily the counsellor SHOULD perform this function.

A- ALWAYS - meaning: at all times, SHOULD the counsellor perform this function.

Remember you are to record your choices on the answer sheet in terms of the degree you believe the counsellor SHOULD perform the functions, and in view of the following *assumptions:*

1. *A situation has arisen where the function could be performed.*
2. *You have any degree of preparation, experience, time and/or freedom (from staff or administration) that may be required, and*
3. *At least 50 percent of your time is spent as a counsellor in the elementary school.*

Please be sure to make only one response for each item on the opinionnaire and please use a pencil.

IMPORTANT

Please be sure that all answer sheets are complete. You should enclose six (6) answer sheets (4 - Counsellor Data Blank, and 2 - Guidance Services Opinionnaire). Seal the envelope and return it directly to us.

Thank you for your cooperation. We now look forward to sharing the cross-Canada results with you.

Please check the appropriate box below

1. ☐ Counsellor
   ☐ Teacher
2. ☐ Principal

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example

I.D. NUMBER

0 1 2 3 4 5 6 7 8 9

N-NEVER R-RARELY S-SOMETIMES U-USUALLY A-ALWAYS

1						35						69							
2						36						70							
3						37						71							
4						38						72							
5						39						73							
6						40						74							
7						41						75							
8						42						76							
9						43						77							
10						44						78							
11						45						79							
12						46						80							
13						47						81							
14						48						82							
15						49						83							
16						50						84							
17						51						85							
18						52						86							
19						53						87							
20						54						88							
21						55						89							
22						56						90							
23						57						91							
24						58						92							
25						59						93							
26						60						94							
27						61						95							
28						62						96							
29						63						97							
30						64						98							
31						65						99							
32						66						100							
33						67													
34						68													

CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

OVERPRINT ANSWER SHEET

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

QUESTIONNAIRE BOOKLET

FOR TEACHER

Please return answer sheet to,

Mr. David F. Merchant
Department of Educational Psychology
Faculty of Education
The University of Alberta
Edmonton, Alberta

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Teacher:

We are conducting an extensive study of guidance and counselling in elementary schools of Canadian urban areas. The purpose of the study is to reveal the status of such programs and to learn about the needs and expectations that teachers, principals and counsellors have for guidance services.

We feel that the teachers' views about guidance are a crucial factor in providing guidelines for future services. Consequently we are requesting your cooperation by completing the attached questionnaire. Your responses will provide valuable information that will indicate what you feel counsellors SHOULD be doing. We value these opinions because we recognize that the teacher is the key to any effective guidance program. Of course, all responses will be considered confidential.

Teachers have a busy and demanding schedule. We have therefore attempted to limit the extent of the responses. The questionnaire should require about 15-20 minutes of your time. All responses require simple notations and the filling in of spaces on the answer sheet.

All responses should be made on the enclosed answer sheet. Once completed the answer sheets are to be placed in the enclosed envelope, sealed and returned directly to us. The question booklet need not be returned.

We would appreciate receiving these results <u>as soon as possible</u>. Thank you for your cooperation.

Yours truly,

J.K. Bishop, PhD
Associate Professor

D.F. Merchant
Graduate Student

DIRECTIONS

PART I

The purpose of this questionnaire is to elicit your response describing how frequently you judge the guidance counsellor SHOULD perform the various functions we have described. We want to learn about the functions that teachers and principals judge SHOULD be performed in a guidance program.

Therefore, assuming that the situation or occasion arises when the function could be performed, and further assuming that the counsellor has any degree of preparation, experience, time and/or freedom that may be required to perform the function, please indicate your response on the answer sheet by placing a pencil mark between the dotted lines according to the following possible responses:

N- NEVER - meaning: at no time, not ever, or on no occasion SHOULD the counsellor perform this function.

R- RARELY - meaning: seldom, very infrequently, or hardly ever SHOULD the counsellor perform this function.

S- SOMETIMES - meaning: about half of the time the counsellor SHOULD and about half of the time the counsellor SHOULD not perform this function.

U- USUALLY - meaning: frequently, most often, or ordinarily the counsellor SHOULD perform this function.

A- ALWAYS - meaning: at all times, SHOULD the counsellor perform this function.

Remember you are to record your choices on the answer sheet in terms of the degree you believe the counsellor SHOULD perform the functions, and in view of the following *assumptions:*

1. *A situation has arisen where the function could be performed.*
2. *The counsellor has any degree of preparation, experience, time and/or freedom that may be required, and*
3. *At least 50 percent of the counsellor's time is spent as a guidance specialist in the elementary school.*

Please be sure to make only one response for each item on the opinionnaire and please use a pencil.

GUIDANCE SERVICES OPINIONNAIRE

IMPORTANT

Please be sure that the answer sheets are complete and that answers are clearly marked for each item. Once complete enclose your answer sheet in the envelope provided, seal the envelope and return it directly to us. We sincerely appreciate your cooperation. Thank you.

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

QUESTIONNAIRE BOOKLET

FOR PRINCIPAL

Please return answer sheet to,

Mr. David F. Merchant
Department of Educational Psychology
Faculty of Education
The University of Alberta
Edmonton, Alberta

SURVEY OF ELEMENTARY SCHOOL GUIDANCE AND
COUNSELLING IN CANADIAN URBAN AREAS

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Dear Principal:

We are conducting an extensive study of guidance and counselling in the elementary schools of Canadian urban areas. The purpose of the study is to reveal the status of such programs and to learn about the needs and expectations that teachers, principals and counsellors have for guidance services.

We feel that the principals' views about elementary school guidance are a crucial factor in providing guidelines for future services. Consequently we are requesting your cooperation by completeing the attached questionnaire. Your responses will provide valuable information that will indicate what you feel counsellors SHOULD be doing. We value these opinions because we recognize that the principal is an important part of any effective guidance program. Of course, all responses will be considered confidential.

Principals have a busy and demanding schedule. We have therefore attempted to limit the extent of the responses. The questionnaire should require about 15-20 minutes of your time. All responses require simple notations and the filling in of spaces on the answer sheet.

All responses should be made on the enclosed answer sheet. Once completed the answer sheets are to be placed in the enclosed envelope, sealed and returned directly to us. The question booklet need not be returned.

We would appreciate receiving these results as soon as possible. Thank you for your cooperation.

Yours truly,

J.K. Bishop, PhD
Associate Professor

D.F. Merchant
Graduate Student

DIRECTIONS

PART I

The purpose of this questionnaire is to elicit your response describing how frequently you judge the guidance counsellor SHOULD perform the various functions we have described. We want to learn about the functions that teachers and principals judge SHOULD be performed in a guidance program.

Therefore, assuming that the situation or occasion arises when the function could be performed, and further assuming that the counsellor has any degree of preparation, experience, time and/or freedom that may be required to perform the function, please indicate your response on the answer sheet by placing a pencil mark between the dotted lines according to the following possible responses:

N- NEVER - meaning: at no time, not ever, or on no occasion SHOULD the counsellor perform this function.

R- RARELY - meaning: seldom, very infrequently, or hardly ever SHOULD the counsellor perform this function.

S- SOMETIMES - meaning: about half of the time the counsellor SHOULD and about half of the time the counsellor SHOULD not perform this function.

U- USUALLY - meaning: frequently, most often, or ordinarily the counsellor SHOULD perform this function.

A- ALWAYS - meaning: at all times, SHOULD the counsellor perform this function.

Remember you are to record your choices on the answer sheet in terms of the degree you believe the counsellor SHOULD perform the functions, and in view of the following *assumptions:*

1. *A situation has arisen where the function could be performed.*
2. *The counsellor has any degree of preparation, experience, time and/or freedom that may be required, and*
3. *At least 60 percent of the counsellor's time is spent as a guidance specialist in the elementary school.*

Please be sure to make only one response for each item on the opinionnaire and please use a pencil.

GUIDANCE SERVICES OPINIONNAIRE

IMPORTANT

Please be sure that the answer sheets are complete and that answers are clearly marked for each item. Once complete enclose your answer sheet in the envelope provided, seal the envelope, and return it directly to us. We sincerely appreciate your cooperation. Thank you.

APPENDIX C

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON / CANADA

INSTRUCTION LETTER TO GUIDANCE DIRECTOR FOR DISTRIBUTION OF FOLLOW UP MATERIALS

Dear Guidance Director:

The national study of elementary school guidance is well underway. We are pleased with the response and assistance received from the many guidance directors across the country.

To ensure a representative response from your school system we have enclosed follow-up letters urging the respondents to complete and return the questionnaires. A sample of these letters is enclosed. We would appreciate having these envelopes forwarded to the schools that are participating in the study.

Your assistance in expediting the completion of the study is sincerely appreciated. We look forward to receiving the responses and then to sharing the results of the study with you.

Yours truly,

J.K. Bishop, Ph.D
Associate Professeur

D.F. Merchant
Graduate Student

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

INSTRUCTION LETTER TO PRINCIPAL FOR DISTRIBUTION OF FOLLOW UP MATERIALS

Dear Principal:

The national study of elementary school guidance is well underway. We are pleased with the response and assistance from the many school principals across the country.

We are very anxious to have every system in the major urban areas represented in this study. If your counsellor or the selected teacher have not completed the questionnaire we would appreciate having these folow-up letters forwarded to them. If the Principal Booklet has not been completed we would appreciate receiving it also.

Your assistance in expediting the completion of the study is sincerely appreciated. We look forward to the responses and then to sharing the results of the study with you.

Yours truly,

J.K. Bishop, Ph.D
Associate Professeur

D.F. Merchant
Graduate student

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

FOLLOW UP REMINDER FOR COUNSELLOR

May 1972

Dear ELEMENTARY SCHOOL COUNSELLOR

JUST A REMINDER!

We hope that you received our elementary school guidance questionnaire. Even though this is a very busy time of the year, we trust that you will find the time to complete and return the questionnaire. We are anxious to include your responses in our Canadian survey.

If you have completed and forwarded the questionnaire - thank you. We appreciate your assistance and now look forward to sharing the results with you.

Sincerely,

J. K. Bishop

J.K. Bishop, PH.D
Associate Professor

D.F. Merchant

D.F. Merchant
Graduate Student.

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5240

THE UNIVERSITY OF ALBERTA
EDMONTON / CANADA

FOLLOW UP REMINDER FOR TEACHER

May 1972

Dear TEACHER

JUST A REMINDER!

We hope that you received our elementary school guidance questionnaire. Even though this is a very busy time of the year, we trust that you will find the time to complete and return the questionnaire. We are anxious to include your responses in our Canadian survey.

If you have completed and forwarded the questionnaire - thank you. We appreciate your assistance and we look forward to sharing the results with you.

Sincerely,

J.K. Bishop, Ph.D
Associate Professor

D.F. Merchant
Graduate Student.

APPENDIX D

APPENDIX D

INTER-RATER RELIABILITY ON TRADITIONAL (T) AND DEVELOPMENTAL (D) CATEGORIES FOR ITEMS ON THE GUIDANCE SERVICES OPINIONNAIRE (EXPRESSED IN TERMS OF PERCENTAGE OF AGREEMENT BETWEEN THE RATERS)

ITEM	PERCENTAGE AGREEMENT	CATEGORY	ITEM	PERCENTAGE AGREEMENT	CATEGORY
1	67	T	21	100	T
2	67	T	22	100	T
3	0	-	23	67	T
4	0	-	24	100	T
5	0	-	25	67	T
6	0	-	26	100	T
7	0	-	27	100	T
8	0	-	28	100	T
9	100	D	29	67	T
10	67	T	30	100	T
11	67	T	31	67	T
12	67	T	32	100	T
13	67	D	33	67	T
14	0	-	34	100	T
15	67	T	35	67	T
16	67	T	36	100	T
17	100	D	37	0	-
18	100	T	38	67	T
19	100	T	39	100	T
20	67	T	40	67	T

APPENDIX D (continued)

ITEM	PERCENTAGE AGREEMENT	CATEGORY	ITEM	PERCENTAGE AGREEMENT	CATEGORY
41	67	T	63	100	T
42	100	T	64	67	T
43	100	T	65	0	-
44	100	D	66	67	T
45	100	D	67	100	T
46	67	D	68	100	T
47	0	-	69	67	D
48	0	-	70	100	D
49	67	T	71	100	D
50	0	-	72	100	D
51	0	-	73	67	T
52	0	-	74	100	D
53	0	-	75	67	D
54	67	T	76	100	T
55	67	T	77	0	-
56	100	T	78	100	T
57	100	T	79	100	D
58	100	T	80	67	D
59	100	T	81	67	D
60	100	T	82	100	D
61	100	T	83	100	D
62	100	T	84	100	D

APPENDIX D (continued)

ITEM	PERCENTAGE AGREEMENT	CATEGORY	ITEM	PERCENTAGE AGREEMENT	CATEGORY
85	100	D	93	0	-
86	0	-	94	0	-
87	67	T	95	0	-
88	100	T	96	0	-
89	100	T	97	100	D
90	67	T	98	100	D
91	100	T	99	100	D
92	100	T	100	100	D

APPENDIX E

APPENDIX E

FREQUENCY AND PERCENTAGE OF RESPONSES FOR POSITIONS EXPECTATIONS (SHOULD) AND COUNSELLOR ROLE BEHAVIOUR (DO) FOR EACH ITEM ON THE GUIDANCE SERVICES OPINIONNAIRE

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
		Counsellor			Teacher			Principal					
		A	B	C	A	B	C	A	B	C	A	B	C
1.	f	25	17	84	31	22	61	25	22	78	69	29	28
	%	20	14	67	27	19	53	20	18	62	55	23	22
2.	f	11	10	105	16	24	74	15	20	90	39	30	57
	%	9	10	83	14	21	64	12	16	72	31	24	45
3.	f	28	27	71	54	27	33	51	34	40	66	29	31
	%	22	21	56	47	24	29	41	27	32	52	23	25
4.	f	15	24	87	32	32	51	23	36	66	37	20	69
	%	12	19	69	28	28	44	18	29	53	29	16	55
5.	f	39	32	55	56	23	36	47	30	48	68	18	40
	%	31	25	44	49	20	31	38	24	38	54	14	32
6.	f	49	34	43	52	45	18	56	47	22	96	22	8
	%	39	27	34	45	39	16	45	38	18	76	17	6
7.	f	19	49	57	18	49	48	28	46	51	51	39	36
	%	15	39	45	16	43	42	22	37	41	40	31	28
8.	f	17	26	83	36	35	43	34	33	58	61	14	51
	%	14	21	66	31	30	37	27	26	46	48	11	40

APPENDIX E (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
9. f	35	31	60	37	38	39	45	37	43	85	25	16
%	28	25	48	32	33	34	36	30	34	67	20	13
10. f	5	14	107	4	19	92	5	18	102	16	21	89
%	4	11	85	3	17	80	4	14	82	13	17	71
11. f	45	49	31	20	44	51	24	43	58	87	24	14
%	36	39	25	17	38	44	19	34	46	69	19	11
12. f	36	41	49	20	32	63	21	37	67	78	24	24
%	29	33	39	17	28	55	17	30	54	62	19	19
13. f	47	43	36	52	36	27	47	45	31	98	19	9
%	37	34	29	45	31	23	38	36	25	79	15	7
14. f	31	21	74	20	29	66	24	33	67	84	13	27
%	25	17	59	17	25	57	19	26	54	67	10	21
15. f	36	56	34	38	40	35	34	54	35	76	31	18
%	29	44	27	33	35	30	27	43	28	60	25	14
16. f	14	37	75	9	27	79	12	22	91	24	35	67
%	11	29	60	8	23	69	10	18	73	19	28	53
17. f	31	42	53	26	27	61	26	48	51	83	29	14
%	25	33	42	23	23	53	21	38	41	66	23	11

APPENDIX E (Continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
		Counsellor			Teacher			Principal					
		A	B	C	A	B	C	A	B	C	A	B	C
18.	f	23	36	67	18	31	66	31	35	59	54	33	19
	%	18	29	53	16	27	57	25	28	47	43	26	31
19.	f	93	21	12	92	20	3	96	23	6	117	3	4
	%	74	17	10	80	17	3	77	18	5	93	2	3
20.	f	11	26	89	9	36	70	9	39	77	30	40	53
	%	9	21	71	8	31	61	7	31	62	26	32	42
21.	f	58	33	35	25	22	68	38	30	57	55	28	43
	%	46	26	28	22	19	59	30	24	46	44	22	34
22.	f	79	20	27	40	22	53	49	44	32	70	27	29
	%	63	16	21	35	19	46	39	35	26	56	21	23
23.	f	39	38	49	55	28	32	45	45	35	77	26	23
	%	31	30	39	48	24	28	36	36	28	61	21	18
24.	f	47	41	38	73	22	20	53	46	26	79	31	16
	%	37	33	30	63	19	17	42	37	21	63	25	13
25.	f	43	45	38	46	38	31	39	53	33	98	24	4
	%	34	36	30	40	33	27	31	42	26	78	19	3
26.	f	28	48	50	47	33	35	34	51	39	44	45	36
	%	22	38	40	41	29	30	27	41	31	35	36	29

APPENDIX F (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
27. f	69	39	17	41	29	45	51	41	33	66	34	25
%	55	31	13	36	25	39	41	33	26	52	27	20
28. f	84	29	13	49	29	37	67	37	21	72	32	22
%	67	23	10	43	25	32	54	30	17	57	25	17
29. f	40	53	33	52	32	31	51	43	31	79	28	19
%	32	42	26	45	28	27	41	34	25	63	22	15
30. f	41	40	45	63	28	24	51	45	29	72	29	25
%	33	32	36	55	24	21	41	36	23	57	23	20
31. f	43	46	37	47	39	29	47	53	25	96	24	6
%	34	37	29	41	34	25	38	42	20	76	19	5
32. f	29	48	48	49	43	32	33	60	32	48	46	32
%	23	38	38	35	37	28	26	48	26	38	37	25
33. f	21	37	68	18	32	65	28	43	54	44	39	43
%	17	29	54	16	28	57	22	34	43	35	31	34
34. f	90	14	22	38	21	56	73	18	34	80	25	21
%	71	11	17	33	18	49	58	14	27	63	20	17
35. f	11	36	79	10	20	85	25	32	68	22	34	70
%	9	29	63	9	17	74	20	26	54	17	27	56

APPENDIX E (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
36. f	43	30	53	42	19	54	39	30	55	77	19	30
%	34	24	42	37	17	47	31	04	44	61	15	24
37. f	48	36	42	30	33	52	43	35	47	100	19	7
%	38	29	33	26	29	45	34	28	38	79	15	6
38. f	31	33	62	16	21	77	28	31	66	55	29	42
%	25	26	49	14	18	67	22	25	53	44	23	33
39. f	85	16	25	43	14	58	80	19	26	93	15	18
%	67	13	20	37	12	50	64	15	21	74	12	14
40. f	4	29	93	6	21	88	9	28	88	8	22	96
%	3	23	64	5	18	77	7	22	70	6	17	76
41. f	60	32	34	74	28	13	72	36	17	100	20	6
%	48	25	27	64	24	11	58	29	14	79	16	5
42. f	39	42	45	57	39	19	37	58	30	74	34	18
%	31	33	38	50	34	17	30	46	24	59	27	14
43. f	28	57	41	37	56	22	25	62	38	58	47	21
%	22	45	33	32	49	19	20	50	30	46	37	17
44. f	50	30	46	30	33	52	42	41	42	101	23	2
%	40	24	37	26	29	45	34	33	34	80	18	2

APPENDIX F (Continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour Frequency and Percent		
		Counsellor			Teacher			Principal					
		A	B	C	A	B	C	A	B	C	A	B	C
45.	f	33	34	59	43	31	41	46	39	40	72	29	24
	%	26	27	47	37	27	36	37	31	32	57	23	19
46.	f	25	31	70	34	32	49	32	33	60	53	33	40
	%	20	25	56	30	28	43	26	26	48	42	26	32
47.	f	30	36	60	33	32	50	40	41	43	64	33	29
	%	24	29	48	29	28	43	32	33	34	51	26	23
48.	f	11	16	99	12	15	88	17	19	89	30	20	76
	%	9	13	79	10	13	77	14	15	71	24	16	60
49.	f	54	25	45	47	41	24	47	32	45	83	10	32
	%	43	20	36	41	36	21	38	26	36	66	8	25
50.	f	23	41	62	23	37	55	18	45	62	35	56	35
	%	18	33	49	20	32	48	14	36	50	28	44	28
51.	f	42	32	52	29	38	48	33	38	54	76	22	28
	%	33	25	41	25	33	42	26	30	43	60	17	22
52.	f	15	45	66	7	35	73	9	37	79	52	30	44
	%	12	36	52	6	30	63	7	30	63	41	24	35
53.	f	21	21	84	8	25	82	13	24	87	44	21	61
	%	17	17	67	7	22	71	10	19	70	35	17	48

APPENDIX E (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
54. f	26	25	75	10	24	81	15	30	79	47	25	54
%	21	20	60	9	21	70	12	24	63	37	20	43
55. f	29	35	61	13	35	66	21	43	59	70	24	32
%	23	28	48	11	30	57	17	34	47	56	19	25
56. f	9	23	94	11	23	81	10	35	79	27	23	75
%	7	18	75	10	20	70	8	28	63	21	18	60
57. f	10	28	88	21	54	40	20	47	58	12	43	71
%	8	22	70	18	47	35	16	38	46	10	34	56
58. f	13	28	85	22	44	49	20	40	65	24	31	71
%	10	22	67	19	38	43	16	32	52	19	25	56
59. f	5	19	102	2	27	86	5	31	89	9	20	96
%	4	15	81	2	23	75	4	25	71	7	16	76
60. f	12	21	93	5	24	86	14	30	31	21	21	84
%	10	17	74	4	21	75	11	24	65	17	17	67
61. f	4	22	100	7	31	77	12	40	73	16	33	77
%	3	17	79	6	27	67	10	32	58	13	26	61
62. f	7	23	96	8	25	82	7	28	90	14	23	89
%	6	18	76	7	22	71	6	22	72	11	18	71

APPENDIX E (Continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour Frequency and Percent		
		Counsellor			Teacher			Principal					
		A	B	C	A	B	C	A	B	C	A	B	C
63.	f	55	21	49	20	21	73	51	13	61	69	16	41
	%	44	17	39	17	18	63	41	10	49	55	13	33
64.	f	3	26	96	3	28	84	13	27	84	23	29	74
	%	2	21	76	3	24	73	10	22	67	18	23	59
65.	f	35	45	45	36	46	33	32	49	43	40	43	43
	%	28	36	36	31	40	29	26	39	34	32	34	34
66.	f	61	35	29	66	21	28	74	27	24	67	38	21
	%	48	28	23	57	18	24	59	22	19	53	30	17
67.	f	10	26	89	13	30	72	8	34	83	27	44	55
	%	8	21	71	11	26	63	6	27	66	21	35	44
68.	f	7	21	97	11	20	84	8	20	97	27	49	49
	%	6	17	77	10	17	73	6	16	78	21	39	39
69.	f	21	33	71	25	42	48	25	48	52	61	31	34
	%	17	26	56	22	37	42	20	38	42	48	25	27
70.	f	10	31	85	14	38	63	14	52	59	46	35	45
	%	8	25	67	12	33	55	11	42	47	37	28	36
71.	f	16	35	75	14	50	50	12	58	55	53	42	31
	%	13	28	60	12	43	43	10	46	44	42	33	25

APPENDIX E (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
72. f	8	27	91	10	40	65	8	45	72	39	36	50
%	6	21	72	9	35	57	6	36	58	31	29	40
73. f	23	15	88	18	45	52	24	35	66	53	23	50
%	18	12	70	16	39	45	19	28	53	42	18	40
74. f	22	38	66	26	38	51	37	46	42	80	27	19
%	17	30	52	23	33	44	30	37	34	63	21	15
75. f	29	34	63	29	30	56	37	43	45	100	18	8
%	23	27	50	25	26	49	30	34	36	79	14	6
76. f	0	9	117	2	8	105	1	12	112	5	12	109
%	0	7	93	2	7	91	1	10	90	4	10	87
77. f	2	32	92	14	45	56	7	40	78	8	41	77
%	2	25	73	12	39	49	6	32	62	6	33	61
78. f	15	41	70	14	22	78	22	26	77	25	43	58
%	12	33	56	12	19	68	18	21	62	20	34	46
79. f	25	44	57	38	39	38	39	43	43	30	56	40
%	20	35	45	33	34	33	31	34	34	24	44	32
80. f	19	56	51	22	42	51	20	51	54	46	52	28
%	15	44	41	19	37	44	16	41	43	37	41	22

APPENDIX E (Continued)

Item		SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
		Counsellor			Teacher			Principal					
		A	B	C	A	B	C	A	B	C	A	B	C
81.	f	6	50	70	15	50	50	11	57	56	16	53	57
	%	5	40	56	13	43	43	9	46	45	13	42	45
82.	f	38	41	47	49	41	25	61	34	30	54	45	26
	%	30	33	37	43	36	22	49	27	24	43	36	21
83.	f	0	14	112	7	27	81	6	37	82	3	36	87
	%	0	11	89	6	23	70	5	30	66	2	29	69
84.	f	23	62	41	50	52	13	59	45	21	53	51	22
	%	18	49	33	43	45	11	47	36	17	52	40	17
85.	f	21	54	51	37	46	32	50	49	26	94	26	6
	%	17	43	40	32	40	28	40	39	21	75	21	5
86.	f	16	46	64	23	49	43	30	51	44	46	47	33
	%	13	37	51	20	43	37	24	41	35	37	37	26
87.	f	11	40	75	30	54	31	30	56	39	20	53	53
	%	9	32	60	26	47	27	24	45	31	16	42	42
88.	f	7	30	89	28	43	44	24	49	52	15	40	71
	%	6	24	71	24	37	38	19	39	42	12	32	56
89.	f	1	22	103	3	26	86	5	30	90	7	34	85
	%	1	17	82	3	23	75	4	24	72	6	27	67

APPENDIX E (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
90. f	3	38	94	9	27	79	7	38	80	18	42	66
%	2	22	75	8	23	69	6	30	64	14	33	52
91. f	2	13	110	4	16	95	8	25	92	14	29	83
%	2	10	87	3	14	83	6	20	74	11	23	66
92. f	35	36	55	19	29	67	30	38	57	66	32	27
%	28	29	44	17	25	58	24	30	46	52	25	21
93. f	28	48	50	37	25	53	49	40	36	104	15	7
%	22	38	40	32	22	46	39	32	29	82	12	6
94. f	6	34	86	6	30	78	13	22	90	55	33	38
%	5	27	68	5	26	68	10	18	72	44	26	30
95. f	18	38	70	15	46	54	35	41	49	81	31	14
%	14	30	56	13	40	47	28	33	39	64	25	11
96. f	13	36	76	18	45	5]	33	34	58	78	31	17
%	10	29	60	16	39	45	26	27	46	62	25	13
97. f	15	47	64	17	51	47	31	45	49	76	40	10
%	12	37	51	15	44	41	25	36	39	60	32	8
98. f	15	56	55	24	60	31	37	49	39	89	28	9
%	12	44	44	21	52	27	30	39	31	71	22	7

APPENDIX E (Continued)

Item	SHOULD (Expectations) Frequency and Percentage									Counsellor DO (Role Behaviour) Frequency and Percent		
	Counsellor			Teacher			Principal					
	A	B	C	A	B	C	A	B	C	A	B	C
99. f	19	44	62	29	47	39	46	51	28	44	61	21
%	15	34	49	25	41	34	37	41	22	35	48	17
100. f	19	52	55	31	48	36	39	45	40	92	25	8
%	15	41	44	27	42	31	31	36	32	73	20	6

Note: A refers to Never-Rarely: B refers to Sometimes;
C refers to Usually-Always

APPENDIX F

APPENDIX F

CLASSIFICATION OF ITEMS IN AN INTEGRATED CONSENSUS SYSTEM

Counsellor Responses

Interposition Significance	Direction of Responses	Consensus States		
		High	Moderate	Low
Nonsignificant	Positive	10, 48.	14, 20, 40, 46, 53, 54, 56, 62, 64, 68, 69, 71, 94.	7, 9, 12, 18, 23, 26, 33, 36, 45, 47, 50, 51, 52, 55, 74, 75, 79, 86, 92, 100.
	Neutral			15, 25, 29, 31, 32, 43, 44, 65, 80.
	Negative		19.	5, 13, 37, 66.
Significant	Positive	2, 59, 61, 76, 83, 89, 91.	1, 3, 4, 8, 16, 35, 57, 58, 60, 67, 70, 72, 73, 77, 78, 81, 87, 88, 90, 95, 96.	17, 38, 82, 97, 99.
	Neutral			11, 30, 42, 84, 85, 93, 98.
	Negative		22, 27, 28, 34, 39.	6, 21, 24, 41, 49, 63.
Total		9	40	51

APPENDIX F (continued)

Teacher Responses

Interposition Significance	Direction of Responses	Consensus States		
		High	Moderate	Low
Nonsignificant	Positive	10.	12, 14, 18, 20, 33, 40, 48, 52, 53, 54, 55, 56, 62, 64, 68, 92, 94.	5, 36, 45, 44, 46, 47, 50, 51, 69, 74, 75, 80.
	Neutral			7, 9, 15, 25, 32, 43, 45, 65, 71, 79, 86, 100.
	Negative	19.	66.	13, 23, 26, 29, 31.
Significant	Positive	76, 91.	2, 16, 21, 35, 38, 59, 60, 61, 63, 67, 70, 72, 78, 83, 89, 90.	1, 4, 8, 11, 17, 22, 27, 34, 39, 58, 73, 77, 93, 95, 96.
	Neutral			57, 84, 85, 87, 88, 97, 98, 99.
	Negative		24, 30, 41.	3, 6, 28, 42, 49, 82.
Total		4	38	58

APPENDIX F (continued)

Principal Responses

Interposition Significance	Direction of Responses	Consensus States		
		High	Moderate	Low
Nonsignificant	Positive	10.	20, 40, 48, 52, 53, 54, 56, 62, 64, 68, 94.	7, 12, 14, 18, 33, 36, 37, 46, 50, 51, 55, 69, 71, 80, 92.
	Neutral			5, 15, 23, 25, 26, 31, 32, 43, 44, 45, 47, 65, 74, 75, 79, 86, 100.
	Negative		19, 66.	9, 13, 29.
Significant	Positive	76.	1, 2, 16, 59, 60, 61, 67, 72, 77, 78, 83, 89, 90, 91.	4, 8, 11, 17, 21, 35, 38, 57, 58, 63, 70, 73, 95, 96, 97.
	Neutral			42, 49, 81, 85, 87, 88, 98, 99.
	Negative		34, 39, 41.	3, 6, 22, 24, 27, 28, 30, 82, 84, 93.
Total		2	30	68

APPENDIX G

APPENDIX G

IDENTIFIED SCHOOL SYSTEMS, NUMBERS OF COUNSELLORS IDENTIFIED AND RESPONDENT RETURNS

School Systems Identified	Number of Counsellors Identified	Respondent Returns for Instruments					
		Counsellor		Teacher		Principal	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Newfoundland							
7th Day Adventist	1	0	0	0	0	0	0
R. C. Consolidated	0	-	-	-	-	-	-
Pentecostal Ass'y	0	-	-	-	-	-	-
Avalon Integrated +	9	-	-	-	-	-	-
Prince Edward Island							
Charlottetown	3	2	67	3	100	2	67
Nova Scotia							
Halifax	0	-	-	-	-	-	-
Dartmouth	2	2	100	0	0	0	0

APPENDIX G (continued)

School Systems Identified		Number of Counsellors Identified	Respondent Returns for Instruments					
			Counsellor		Teacher		Principal	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
New Brunswick								
St. John Dist. #20		2	2	100	1	50	1	50
Quebec								
Montreal Protestant	+	5	-	-	-	-	-	-
Lakeshore Regional		3	3	100	3	100	2	67
Baldwin Cartier		1	0	0	1	100	1	100
Montreal Catholic		1	1	100	1	100	1	100
Quebec Protestant		2	1	50	1	50	2	100
Ontario								
Ottawa Separate	*	3	2	67	1	33	2	67
Ottawa Public	+	15	-	-	-	-	-	-
Windsor Board		1	1	100	0	0	1	100

APPENDIX G (continued)

School Systems Identified		Number of Counsellors Identified	Respondent Returns for Instruments					
			Counsellor		Teacher		Principal	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
Ontario (continued)								
Windsor Separate		2	2	100	2	100	2	100
Wentworth Separate		0	-	-	-	-	-	-
Hamilton Board		3	3	100	3	100	3	100
London & Middlesex		2	0	0	0	0	0	0
London Board		15	7	57	7	47	7	47
Toronto Public		32	29	91	25	78	26	81
Toronto Metro Sep.	+	6	-	-	-	-	-	-
York		13	11	85	7	54	7	54
Etobicoke	x	30	20	67	-		-	
North York		22	10	46	11	50	11	50
East York		4	2	50	3	75	3	75

APPENDIX G (continued)

School Systems Identified	Number of Counsellors Identified	Respondent Retruns for Instruments					
		Counsellor		Teacher		Principal	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Ontario (continued)							
Scarborough	12	12	100	12	100	12	100
Manitoba							
Seven Oaks	0	-	-	-	-	-	-
St. James - Assinboia	0	-	-	-	-	-	-
St. Boniface	0	-	-	-	-	-	-
Transcona	0	-	-	-	-	-	-
Fort Garry #	-	-	-	-	-	-	-
River East	0	-	-	-	-	-	-
Assinaboine South	0	-	-	-	-	-	-
Winnipeg Div #1	0	-	-	-	-	-	-
Norwood	3	1	33	1	33	1	33

APPENDIX G (continued)

School Systems Identified	Number of Counsellors Identified	Respondent Returns for Instruments					
		Counsellor		Teacher		Principal	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Manitoba (continued)							
St. Vital	1	1	100	1	100	1	100
Saskatchewan							
Saskatoon Board	0	-	-	-	-	-	-
Saskatoon Separate	2	0	0	0	0	0	0
Regina Board	0	-	-	-	-	-	-
Regina Separate #	-	-	-	-	-	-	-
Alberta							
Calgary Public	0	-	-	-	-	-	-
Calgary Separate	2	2	100	2	100	2	100
Edmonton Public	33	26	79	11:23@	48	19:23@	83

@ Only 23 subjects were administered the instruments.

APPENDIX G (continued)

School Systems Identified		Number of Counsellors Identified	Respondent Returns for Instruments					
			Counsellor		Teacher		Principal	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
Alberta (continued)								
Edmonton Separate		9	6	67	8	89	8	89
British Columbia								
Vancouver Dist. #39		0	-	-	-	-	-	-
Burnaby		7	5	71	5	71	6	86
North Vancouver	x	7	6	86	-	-	-	-
West Vancouver		0	-	-	-	-	-	-
New Westminster	+	1	-	-	-	-	-	-
Coquitlam		6	3	50	3	50	3	50

APPENDIX G (continued)

School Systems Identified	Number of Counsellors Identified	Respondent Returns for Instruments					
		Counsellor		Teacher		Principal	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
British Columbia (continued)							
Richmond *	3	3	100	3	100	3	100
Total 52	263	162	71.5	116	61.4	126	66.7
Total Potential Respondents		228		189		189	

*Fall Administration

xCounsellor Data Blank completed only

#No response to introductory letters

+Declined participation in study

APPENDIX H

APPENDIX H

COMPARISON ON COUNSELLOR ROLE BEHAVIOUR AND ROLE CONCEPTION SHOWING FREQUENCY AND PER CENT OF COUNSELLOR RESPONSES ABOVE, BELOW AND ALONG THE DIAGONAL OF THE 5x5 CONTINGENCY TABLE

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
1.	10	7	29	23	87	69
2.	8	6	36	28	82	65
3.	10	7	37	29	79	62
4.	14	11	62	49	50	39
5.	11	8	59	46	55	43
6.	6	4	41	32	79	62
7.	21	16	39	30	65	51
8.	14	11	45	35	67	53
9.	9	7	38	30	79	62
10.	11	8	61	48	54	42
11.	10	7	40	31	74	58
12.	16	12	36	28	74	58
13.	9	7	30	23	87	69
14.	5	3	36	28	83	65
15.	9	7	51	40	65	51
16.	27	21	52	39	47	37
17.	11	8	27	21	88	69
18.	8	6	51	40	67	53

BELFAST BOND
50% COTTON

APPENDIX H (continued)

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
19.	3	2	66	52	55	43
20.	12	9	49	38	65	51
21.	37	30	64	54	25	19
22.	36	28	68	53	22	17
23.	11	8	43	34	72	57
24.	12	9	54	42	60	47
25.	7	5	32	25	87	69
26.	22	17	56	44	47	37
27.	32	25	67	53	25	19
28.	39	30	67	53	20	15
29.	15	11	41	32	70	55
30.	11	8	54	42	61	48
31.	2	1	42	33	82	65
32.	20	15	52	41	53	42
33.	20	15	41	32	65	51
34.	34	27	70	56	22	18
35.	21	16	60	47	45	35
36.	14	11	53	42	59	46
37.	8	6	32	25	86	68
38.	13	10	59	46	54	42
39.	22	17	63	50	41	32

APPENDIX H (continued)

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
40.	20	15	81	64	25	19
41.	5	3	38	30	83	65
42.	9	7	51	40	66	52
43.	8	6	60	47	58	46
44.	4	3	29	23	93	73
45.	10	7	39	30	76	60
46.	8	6	48	38	70	55
47.	8	6	38	30	80	63
48.	7	5	62	49	57	45
49.	10	7	45	35	69	54
50.	14	11	60	47	52	41
51.	10	7	49	38	67	53
52.	15	11	42	33	69	54
53.	15	11	61	48	50	39
54.	19	8	54	42	53	42
55.	16	12	38	30	71	56
56.	16	12	63	50	46	36
57.	16	12	64	50	46	36
58.	12	9	66	52	48	38
59.	18	14	68	53	39	30
60.	18	14	57	45	51	40

APPENDIX H (continued)

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
61.	13	10	58	46	55	43
62.	16	12	74	58	36	28
63.	19	15	69	54	37	29
64.	14	11	59	46	52	41
65.	29	23	55	43	41	32
66.	20	15	69	54	36	28
67.	8	6	43	34	74	58
68.	4	3	46	36	76	60
69.	4	3	52	41	69	54
70.	3	2	50	39	73	57
71.	5	3	45	35	76	60
72.	9	7	43	34	73	57
73.	14	11	42	33	70	55
74.	3	2	36	28	87	69
75.	2	1	17	13	107	84
76.	8	6	85	67	33	26
77.	15	11	69	54	42	33
78.	21	16	61	48	44	34
79.	18	14	62	49	46	36
80.	17	13	50	39	59	46
81.	15	11	64	50	47	37

APPENDIX H (continued)

ITEM	BELOW DIAGONAL		DIAGONAL		ABOVE DIAGONAL	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
82.	14	11	61	48	50	39
83.	6	4	54	42	66	52
84.	16	12	46	36	64	50
85.	4	3	23	18	99	78
86.	13	10	40	31	73	57
87.	20	15	52	41	54	42
88.	20	15	48	38	58	46
89.	14	11	51	40	61	48
90.	7	5	55	43	63	50
91.	10	7	59	46	56	44
92.	15	11	39	30	71	56
93.	4	3	17	13	105	83
94.	5	3	36	28	85	67
95.	3	2	27	21	96	76
96.	5	3	24	19	96	76
97.	6	4	25	19	95	75
98.	3	2	17	13	106	84
99.	7	5	46	36	72	57
100.	3	2	19	15	103	81

APPENDIX I

APPENDIX I

COUNSELLOR ROLE BEHAVIOUR (DO) MEANS, ROLE CONCEPTION (SHOULD) MEANS AND t-VALUES FOR DO-SHOULD COMPARISONS

Item	Means		t-Value	Item	Means		t-Value
	DO	SHOULD			DO	SHOULD	
1.	2.48	3.83	10.74*	20.	3.18	3.90	6.69
2.	3.25	4.36	9.75*	21.	2.83	2.68	1.33
3.	2.51	3.58	9.14*	22.	2.48	2.28	1.85
4.	3.45	3.97	4.70*	23.	2.18	3.14	7.97*
5.	2.56	3.22	5.73*	24.	2.19	2.88	6.63*
6.	1.87	2.90	9.40*	25.	1.79	2.98	10.98*
7.	2.81	3.39	4.79*	26.	2.89	3.25	3.40*
8.	2.90	3.82	7.47*	27.	2.40	2.28	1.21
9.	2.11	3.28	9.27*	28.	2.33	2.06	2.76*
10.	3.80	4.33	5.46*	29.	2.14	2.93	7.03*
11.	2.06	2.85	7.96*	30.	2.37	3.03	5.45*
12.	2.30	3.17	7.60*	31.	1.75	2.92	11.25*
13.	1.79	2.89	9.65*	32.	2.75	3.19	4.19*
14.	2.15	3.62	11.15*	33.	2.87	3.52	5.12*
15.	2.15	2.98	7.81*	34.	2.14	2.02	1.04
16.	3.48	3.75	3.07*	35.	3.48	3.81	3.14*
17.	2.04	3.21	10.17*	36.	2.32	3.10	6.40*
18.	2.87	3.58	7.65*	37.	1.75	2.94	10.63*
19.	1.29	1.98	7.82*	38.	2.83	3.42	5.97*

APPENDIX I (continued)

Item	Means		t-Value	Item	Means		t-Value
	DO	SHOULD			DO	SHOULD	
39.	1.94	2.28	2.70*	60.	3.75	4.14	3.94*
40.	4.10	4.25	1.88	61.	3.75	4.27	5.60*
41.	1.68	2.71	10.44*	62.	3.94	4.22	2.87*
42.	2.29	3.13	8.08*	63.	2.60	2.94	2.86*
43.	2.54	3.18	6.90*	64.	3.67	4.19	5.17*
44.	1.64	2.97	12.70*	65.	3.06	3.17	1.15
45.	2.29	3.28	8.92*	66.	2.42	2.64	2.00*
46.	2.75	3.57	8.19*	67.	3.24	3.99	7.96*
47.	2.48	3.43	8.92*	68.	3.21	4.17	8.59*
48.	3.57	4.24	6.70*	69.	2.58	3.59	7.89*
49.	2.19	2.91	6.39*	70.	2.95	3.99	9.41*
50.	3.02	3.52	5.09*	71.	2.71	3.73	9.55*
51.	2.37	3.22	6.97*	72.	3.12	4.06	8.45*
52.	2.82	3.70	7.50*	73.	2.93	3.95	7.78*
53.	3.25	3.80	5.35*	74.	2.18	3.53	11.50*
54.	3.13	3.62	4.77*	75.	1.77	3.48	15.54*
55.	2,40	3.36	7.14*	76.	4.39	4.71	3.96*
56.	3.62	4.14	5.02*	77.	3.75	4.05	4.07*
57.	3.71	4.07	4.20*	78.	3.41	3.72	3.04*
58.	3.60	4.03	4.70*	79.	3.14	3.39	2.80*
59.	4.04	4.35	3.12*	80.	2.79	3.41	5.75*

APPENDIX I (continued)

Item	Means		t-Value	Item	Means		t-Value
	DO	SHOULD			DO	SHOULD	
81.	3.41	3.77	4.38*	91.	3.83	4.40	5.68*
82.	2.67	3.14	4.70*	92.	2.51	3.31	7.08*
83.	3.85	4.46	8.80*	93.	1.60	3.29	15.95*
84.	2.62	3.18	6.38*	94.	2.75	4.04	11.15*
85.	1.92	3.41	13.53*	95.	2.18	3.64	13.76*
86.	2.83	3.60	7.28*	96.	2.19	3.74	12.77*
87.	3.33	3.74	4.19*	97.	2.16	3.58	12.91*
88.	3.60	4.03	4.70*	98.	2.00	3.51	15.28*
89.	3.85	4.33	6.05*	99.	2.71	3.48	8.46*
90.	3.51	4.10	6.65*	100.	1.87	3.46	14.91*

APPENDIX J

APPENDIX J

CHI SQUARE VALUES FOR INTERPOSITION CONSENSUS

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
1.	24.48*	5.35	4.90	-	17.74*	0.86	14.74*
2.	24.32*	11.91*	13.98*	11.94*	16.69*	5.10	5.89
3.	33.31*	26.86*	22.14*	22.21*	18.40*	16.15*	6.82
4.	22.03*	17.75*	16.54*	16.22*	10.11*	6.96*	6.05
5.	14.86						
6.	16.07*	15.06*	11.46*	11.39*	9.88*	9.88*	0.99
7.	7.72	-					
8.	32.79*	22.07*	25.60*	20.98*	19.86*	10.93*	2.60
9.	10.94						
10.	13.78						
11.	22.78*	21.00*	15.40*	14.92*	16.79*	15.49*	0.49

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
12.	13.73	-	-	-	-	-	-
13.	10.42						
14.	11.29						
15.	8.95						
16.	31.99*	6.11	8.62		11.82*	5.51	26.30*
17.	19.24*	7.08	9.34		2.73		15.18*
18.	9.79						
19.	8.17						
20.	15.21						
21.	30.87*	26.15*	25.73*	25.44*	11.17*	9.57*	8.17
22.	40.07*	36.90*	21.40*	20.87*	24.55*	16.45*	16.97*
23.	13.58						

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 value	Intensity Direction	X^2 value	Intensity Direction	X^2 Value
24.	22.99*	21.09*	16.55*	16.48*	4.47		13.54*
25.	5.57						
26.	13.42						
27.	33.61*	22.38*	22.72*	21.23*	13.64*	8.15*	10.38*
28.	31.23*	22.96*	20.69*	20.27*	12.17*	4.76	11.61*
29.	15.51						
30.	29.49*	15.67*	15.07*	12.69*	12.39*	4.84	12.63*
31.	8.63						
32.	13.78						
33.	7.24						
34.	53.34*	38.56*	37.72*	36.92*	16.42*	4.84	21.07*
35.	27.60*	15.27*	7.48		11.61*	6.50*	21.97*

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
36.	6.90						
37.	14.02						
38.	23.38*	8.60	10.98*	7.88*	4.64		18.33*
39.	41.25*	35.80*	26.79*	26.59*	4.33		26.92*
40.	15.28						
41.	18.80*	13.64*	15.27*	10.63*	7.58		3.44
42.	31.92*	20.49*	18.76*	13.58*	8.53		14.62*
43.	13.39						
44.	14.10						
45.	12.20						
46.	11.32						
47.	11.27						

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
47.	11.27						
48.	7.31						
49.	23.35*	12.02*	12.73*	10.13*	10.31*	1.47	9.07
50.	6.68						
51.	7.82						
52.	10.42						
53.	6.19						
54.	10.41						
55.	10.33						
56.	9.61						
57.	48.08*	31.19*	36.13*	29.71*	24.62*	14.31*	5.35
58.	30.17*	15.43*	21.92*	15.07*	18.91*	6.27*	3.49

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
59.	15.53*	5.31	10.41*	3.54	11.70*	3.76	1.64
60.	17.17*	6.28	6.34		13.15*	2.57	7.40
61.	19.39*	13.59*	5.98		19.15*	13.44*	3.86
62.	13.22						
63.	26.87*	23.76*	23.04*	20.17*	4.77		16.37*
64.	13.49						
65.	4.98						
66.	12.20						
67.	23.79*	3.48	13.11*	1.75	16.88*	1.75	3.63
68.	14.70						
69.	10.68						
70.	20.16*	11.29*	10.95*	4.15	10.98*	10.67*	10.15*

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
71.	14.04						
72.	16.91*	8.96	12.97*	6.59*	9.27		3.36
73.	39.98*	24.81*	30.81*	24.42*	22.61*	11.16*	3.68
74.	12.72						
75.	12.24						
76.	17.43*	2.97	8.54		14.76*	1.53	2.80
77.	23.95*	20.18*	20.25*	19.49*	9.11		7.59
78.	19.30*	8.48	6.86		12.33*	5.01	9.25
79.	8.71						
80.	5.99						
81.	18.27*	7.42	15.16*	6.70*	4.64		5.64
82.	17.40*	13.23*	12.24*	7.63*	12.22*	9.75*	2.59

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
83.	33.99*	22.56*	23.88*	15.63*	22.07*	21.01*	1.65
84.	38.60*	34.27*	30.06*	24.93*	27.55*	24.95*	3.88
85.	25.61*	20.58*	9.57*	8.92*	24.60*	20.20*	4.46
86.	14.43						
87.	40.55*	34.97*	32.50*	28.71*	23.88*	22.84*	2.95
88.	38.34*	35.05*	31.84*	29.70*	26.19*	23.60*	0.97
89.	16.89*	4.86	4.93		14.05*	4.77	4.48
90.	16.43*	5.31	4.51		11.40*	3.46	9.36
91.	19.38*	8.19	1.79		17.90*	7.66*	9.46*
92.	13.39						
93.	18.48*	16.01*	8.61		10.54*	8.73*	9.31
94.	11.82						

APPENDIX J (continued)

Item	X^2 values for Interposition Consensus						
	C-T-P		Position Pairs				
			C-T		C-P		T-P
	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value	Intensity Direction	X^2 Value
95.	15.99*	14.48*	4.05		9.88		9.36
96.	18.20*	15.32*	7.19		11.31*	10.15*	7.81
97.	21.49*	10.10*	5.67		10.49*	7.60*	11.27*
98.	23.17*	17.11*	11.69*	8.43*	16.63*	12.49*	4.78
99.	28.01*	24.24*	9.30		25.14*	23.60*	5.75
100.	15.41						

Note: C = Counsellor; T = Teacher; P = Principal

* denotes significance beyond 0.05 level of significance